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ABSTRACT

Project LIFE, which began in October 1987, was a model program that involved a coalition of community agencies in addressing the problem of adult illiteracy in a community college setting, enhancing participants' employability, and providing them with career adaptability. To improve outreach efforts, program planners made heavy use of commercial television as an awareness and instructional medium. Other project objectives were to increase public awareness of the complexities and problems associated with adult illiteracy while promoting literacy as a value within the community; to combine the resources of the major literacy providers in addressing the pervasive and complex problem of adult illiteracy; and to provide prevocational workshops to enhance employability, affect employment, provide career adaptability, and explore technical/vocational fields. Described in the body of the report are the project's promotional campaign, personnel and office procedures, inservice and intake components, class format, instructional materials, roles of the counselors, advisory board, and volunteers, and project evaluation and conclusions. Project materials related to most of these areas are contained in 11 appendixes, which also include student handouts and a student survey. (MN)

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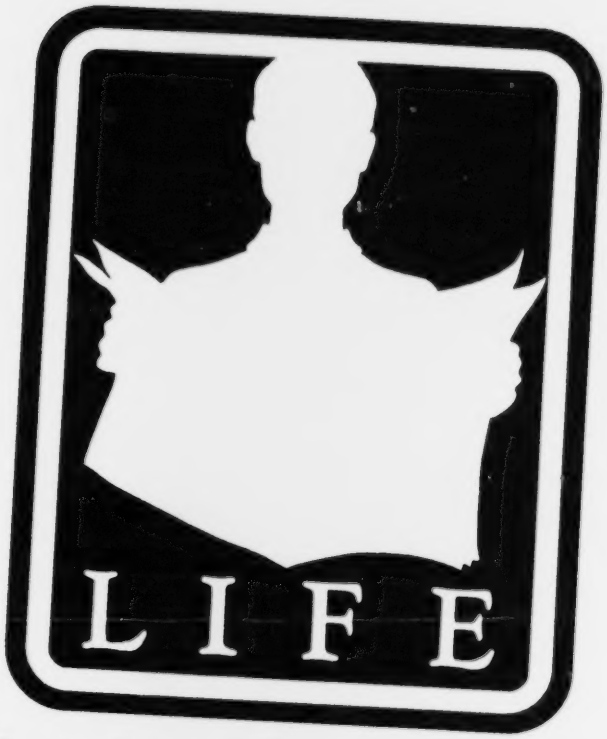

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FOR EVERYONE

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PROJECT LIFE

Literacy Is For Everyone

FINAL REPORT

SOUTH PLAINS COLLEGE - LUBBOCK

1987-1988

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INTRODUCTION

Project LIFE, which began in October 1987, was a model program which represented a coalition of community agencies which actively addressed the problem of adult illiteracy on the South Plains. Organizations involved in the effort include: South Plains College, the Lubbock Independent School District Adult Learning Center, the South Plains Task Force on Literacy, local television stations, Texas Tech University, PBS affiliate, City of Lubbock Information and Referral Office, and the City-County Library System. Specifically, by utilizing commercial television, the project sought to develop interest, awareness, and motivation for the acquisition of literacy skills among out-of-school adults with emphasis on high school dropouts. The project further provided career guidance and counseling, assessment, referral, and basic life skills instruction which included personal development, literacy as a value, and positive self-concept.

The specific goals of Project LIFE were:

1. To promote organized literacy instruction in a community college setting and to enhance employability and provide career adaptability.

2. To improve outreach efforts through the use of commercial television as an awareness and instructional medium.

3. To increase public awareness of the complexities and problems associated with adult illiteracy while promoting literacy as a value within our community and the South Plains.

4. To combine resources of the major literacy providers in addressing the pervasive and complex problem of adult illiteracy.

5. To provide pre-vocational workshops to enhance employability, affect employment, provide career adaptability and explore technical/vocational fields.

The program consisted of five major divisions, which had been identified as necessary components of a successful literacy program. The components included:

1. outreach
2. intake, assessment, and referral
3. instructional materials
4. methodology and technical information
5. evaluation and outcome

Two fourteen-week sessions were held in conjunction with the South Plains College semester calendar. In addition, the commercial broadcast of video lessons for reading improvement ran concurrently. "Another Page," a fourteen-part series developed by Kentucky Educational Television, was chosen for the commercial broadcast. Students were enrolled for one session at a time and were encouraged to re-enroll for the second session if their reading needs warranted it. Materials related to the television broadcast were used in some classes.

The program provided a total of forty-eight contact hours of organized instruction. Each participant was encouraged to pursue self-paced instruction and individual skill building as needed through the Student Assistance Center at South Plains College-Lubbock.

PROMOTIONAL CAMPAIGN

Campaign Design

In planning for the promotional campaign, several factors were crucial. First, it was of great importance that discussion and promotion of the literacy program was done in a positive manner. Second, the major thrust of the promotional campaign had to be timed accurately for optimal results. Finally, the choice of promotional methods was dictated by the audience that the project was attempting to reach.

A Positive Approach

A positive approach is the beginning of a successful promotional campaign. As the promotional campaign for Project LIFE began to take shape, an incipient problem became evident. In planning for the brochure, the press conference, and informational letters for the major mail-out, negative terminology continually surfaced. The same difficulty was evident as representatives from the media discussed the project. The negative tone of such discussion was unintentional, but nonetheless present. Questions such as, "How many illiterates are there in our city?" or "What chance does an illiterate have of getting a job?" were asked. Even the undertone of the question, "What can be done to overcome illiteracy?" was unacceptably negative. The first task, then, was to shift from negative to positive terminology. This was done by addressing

literacy skills as opposed to illiteracy. The focus became reading improvement rather than poor reading. The project was announced as one for adults wanting to improve their reading or learn to read. The commitment to preserving the dignity of the people who would participate in Project LIFE was made.

Timing

Two major promotional campaigns were conducted, one in the fall and one in the spring. The element of appropriate timing became apparent after the first promotional campaign was completed. The initial promotional campaign was conducted two weeks prior to the first class meeting. The pattern that emerged indicated that two weeks was too long for a potential student to wait before beginning class. Some participants talked about the anxiety they experienced prior to making the decision to call the Project LIFE office. Persons who sought entry into the program during the first week of the promotional campaign tended not to start class. Persons who made their initial contact with the project office and started class within a week tended to follow through with their decision to participate in classes. The promotional campaign, then, needed to overlap with classes to minimize the waiting period. (See Appendix A, pages i-iii.)

Methods of Promotion

A variety of promotional tools were used to publicize the project. These included a major mail-out, brochures, press conferencesand a press release, radio advertising, television

outreach, and the use of print media. Also used were visits to public service agencies, word of mouth, speeches to community groups, and the commercial broadcast of "Another Page." The relative cost of each kind of promotion varied considerably. (See Appendix B, page i.) Data collected on the intake forms indicates that two methods were superior. The majority of project participants cited either the television commercial or a direct referral as their source of information about the project. (See Appendix B, page ii.) Referrals were made primarily by persons who had seen the television commercial or by persons who had been told about the project by the Project LIFE counselor. His routine visits to public service agencies were very effective in publicizing the program.

Although television and referrals were important for prospective students, it was very difficult to measure the impact of the various other methods of outreach. Ratings for the television broadcast were not available. Community awareness of advertising was also difficult to evaluate and the number of persons who viewed the weekly broadcast at least once is unknown. The same holds true for the press conference, news reports, etc.

Major mail-out. A mail-out of brochures and letters of information was completed at the beginning of the first promotional campaign. Approximately 200 letters were sent to local public school principals, community service agencies, and key business and industrial offices. The local Board of City Development and the South Plains Task Force on Literacy provided

information for the compilation of the mailing list. The letters announced the purpose of the project, gave details about the television series, and encouraged referrals to the project (See Appendix C, page i.) Letters arrived soon after the first press conference. It was felt that persons wishing to make referrals would benefit from having brochures and information on hand. The mail-out served to increase community awareness of the project and its services. Subsequent personal visits were made to several of the public schools that requested large quantities of brochures to send home with their students.

Brochure. Development of the brochure was a group effort. The goal was to develop a brochure which was warm, inviting, informative, and non-threatening. The logo consisted of the silhouette of a male figure reading what appears to be a newspaper or periodical. The project name is written below the logo. (See Appendix C, page ii.) Suggestions from the college graphic artist were most helpful. She developed these designs and then suggested possible color combinations. Readability of the content was important as well. The text of the brochure was rewritten many times in order to reduce the level of difficulty. The challenge of writing text at an easy reading level came as a surprise to staff members. The reading level of the final product was seventh-grade level as measured by the Fry readability formula. (See Appendix C, pages iii-iv.)

Press conference. Project LIFE was publicized at two major press conferences. The first was held 2 1/2 weeks prior to the initial class meeting. It served to "kick off" the initial promotional campaign and to draw attention to the beginning of the new literacy program. The guest list included members of the City Council, the Board of City Development, the South Plains Task Force on Literacy, various representatives from the educational community, and representatives from community service agencies. A press release about Project LIFE was prepared and distributed. The conference was well attended and reports about the new literacy program appeared on television news and in the newspaper.

The mayor was invited to speak about social and economic implications related to the level of literacy in the community. The dean of the college announced the grant award and explained the relationship between the mission of the community college and its commitment to the improvement of literacy skills. The associate dean of the college gave an overview of the project, noting that it had been carefully planned and that it would serve adults wanting to improve their reading skills. The director of Adult Basic Education clarified the role that her instructors would play in the implementation of the project, and the Project LIFE director outlined the instructional design of the program.

The second press conference was held in March during Adult and Continuing Education Week. The purpose of the conference was to increase community awareness of the educational opportunities available for adults through various types of continuing

education and to increase community awareness of the impact of adult education. Persons who had contributed to or benefited from such programs were recognized at the press conference where certificates were awarded. As a result, two Project LIFE students received certificates of merit. (See Appendix C,pages v-viii.)

Radio advertising. Local radio stations were contacted prior to the beginning of the promotional campaign for information related to the cost of advertising. Rating campaign projections were presented by various radio station representatives which were based on a target population of adults 25 years of age and over. The three top-rated stations were selected for project promotion. (See Appendix C, page ix.) Each station submitted at least one version of a 30-second radio spot for approval. The difficulty in addressing the target population in a positive and acceptable way was once again evident and only one radio station came close to producing an acceptable radio commercial. After some modification, the radio announcement for the project was approved. This commercial was used by all three stations under contract to the project. The duration of the radio campaign was two weeks. During this time radio spots and public service announcements (PSA's) were run on a rotating schedule, giving the project the greatest exposure possible. All three of the radio stations involved were agreeable to providing additional public service announcements, given the nature of the project. In some cases the project was given one PSA for every

spot purchased; in other instances one PSA was provided for every two spots purchased. (See Appendix C, page i and x.)

Television outreach. Great care was taken in the development of the television commercial. The greatest resource for this aspect of the project was the representative of the local ABC affiliate, who worked closely with us during this phase. As with the rest of the promotional campaign, the television spots had to be warm and inviting. The supportive atmosphere of the college itself was stressed. The target audience received an open invitation to contact the project if they wanted to improve their reading or learn to read. The commercial was filmed at various locations on campus.

The opening and closing segments for the commercial broadcast were produced at the television station. These segments served to provide information about the reading classes on a continuing basis. (See Appendix C, pages xi-xiv.) The "Another Page" program was broadcast at least three times each week for 28 weeks. The program aired on the Lubbock ABC station, PBS station, and the local ISD educational channel. It is felt that the quality of the television spots contributed greatly to the success of the project.

Print media. Information about Project LIFE appeared in many different forms of print. An article which included basic information about the project was printed in the local newspaper. (See Appendix C, page xv.) The project purchased newspaper

advertising which appeared in TV ShowTime, a weekly tabloid produced by the local newspaper which contains television programming schedules along with other articles of interest. This form of advertising was selected since it was felt that persons in the target audience would be more likely to notice the ad in the television listings as opposed to the general newspaper. The intent was to provide information about the broadcast of "Another Page" and its connection to Project LIFE. Advertisements appeared in four weekly supplements during the months of October and November. (See Appendix C, page xvi.) This advertising was discontinued during the second promotional campaign because project intake information indicated that response to these ads was negligible. Funds reserved for newspaper advertising were redirected and used for television advertising.

Information about the literacy project also appeared in other special publications. Articles were written for the local Counselor Newsletter and the Campus Communique, publications which are produced on a periodic basis at South Plains College. A periodic newsletter which reported project activity was written and distributed to all interested persons. School administrators, counselors, faculty members, and community service agencies received the newsletter. Newsletters were also sent to the television stations involved in the project, members of the project advisory board, and Kentucky Educational Television which distributes the "Another Page" series. Newsletters told about the different faculty members who were

teaching for Project LIFE and reported numbers of persons involved in the literacy classes. Content included reminders about class times and information about activities of the project counselor and volunteers. Newsletters always ended warmly, with reflections about what had been accomplished and what had been learned in our joint venture toward literacy. (See Appendix C, pages xvii-xix.)

Other methods. In addition to the formally planned promotional methods, other spontaneous methods emerged. Area McDonald's restaurants offered to promote Project LIFE by printing information on their placemats during the month of February. They also produced colorful posters which were displayed in each restaurant during that time. In addition, project administrators were invited to participate in television talk shows and news spots. Program information was also presented at several luncheons for educational and community service agencies. Finally, students brought other students to class with them. Word of mouth proved to be a useful promotional tool.

PERSONNEL AND OFFICE PROCEDURES

Staff

The Project LIFE staff consisted of one full-time director and four part-time staff members including: a coordinator, a reading specialist, a counselor, and a secretary. Four teachers

were initially furnished by the Adult Learning Center. As the program progressed, it was necessary for Project LIFE to assume responsibility for the salaries of two of these teachers. (See Appendix D, pages i-iv.)

Instructors for the classes were secured from the LISD Adult Learning Center and from individual inquiry. Interviews with each person were conducted jointly by the associate dean of instruction, the project director, and the project coordinator. Special emphasis was placed on knowledge of the reading process and experience with adult learners.

Office Procedures

The schedules of the staff members were set up so that the LIFE office would be manned between 9 a.m. and 5 p.m., Monday through Friday. This scheduling was especially important during promotional campaigns, as the majority of referrals were taken during this time. An appointment calendar was kept in the office so that each staff member would know when a client was scheduled for intake.

Also in the office, each instructor had a folder which was used as a means of communicating Project LIFE information. Class rolls were kept in this folder so that easy reporting of attendance could be tracked. (See Appendix D, page v.)

Each month, the Project LIFE office procured statistical information pertaining to enrollment and attendance. Also, all phone calls were logged along with follow-up procedures.

All intake and referral forms were filed alphabetically for easy accessibility in the Project LIFE office. Intakes of those students who did not re-enroll for Session II were filed separately. Statistical information was compiled separately for each session. (See Appendix D, pages vi-ix.)

INSERVICE

Format

Inservice for instructors and staff of Project LIFE was an important component of the program. Issues about literacy, as well as Project LIFE, were explained and discussed. (See Appendix E, pages i-iv.)

Since many members of the Project LIFE staff had never met, it was important to establish a rapport within the group. A short "icebreaker" was used to relax the participants and to afford each person a chance to express herself/himself.

Next, excerpts from the teleconference on literacy were shown. The urgency of the literacy problem for our country's work force and facts about illiteracy in America were discussed. After this presentation, a short overview of Project LIFE was offered. The history and goals of the program, as well as the role of the instructor, were presented.

The participants were divided into smaller groups, and various articles on literacy were handed to each group. Group discussion ensued after which each group reported to the entire gathering.

Participants were then given the opportunity to view the "Another Page" series. Textbooks were handed out, and a model lesson plan was explained.

The afternoon session consisted of the operational considerations of South Plains College and the Adult Learning Center. Each participant was taught how to administer the San Diego Quick Test, as well as an informal reading inventory. Enrollment procedures were also explained.

Evaluation

An evaluation of the inservice was completed by the participants. Results indicated that 70% of the participants rated the overall inservice as excellent and 30% rated it as very good.

INTAKE

The enrollment procedure included the initial referral form which provided basic information such as name, address, and phone number. Each incoming call was logged. When a person called, the Initial Referral Form was filled out and an appointment time was made so that the individual could come to the LIFE office for an interview and assessment. The intakes were handled by the project director, coordinator, reading specialist, and/or counselor. Intake questions were asked orally and recorded by the Project LIFE staff member. (See Appendix F, pages i-v.)

After the necessary information was secured, the San Diego Quick Test was given to determine an approximate reading level. Once the reading level was determined, the student was placed in the appropriate class.

CLASS FORMAT

Scheduling

Initially, LIFE classes were offered on: Monday from 9 a.m. to 12 noon; Monday from 6:30 to 9:30 p.m.; Thursday from 6:30 to 9:30 p.m.; and Saturday from 9 a.m. to 12 noon. (See Appendix G, pages i-ii.) As students enrolled, it became evident that the "Another Page" series (levels 5-8) was not going to meet the needs of all of the students, so certain classes were designated "Another Page" classes, and others were designated beginning reading classes. The enrollment on Monday morning and Thursday evening continued to increase, while it decreased on Monday evening and Saturday morning. Thursday evening was such a popular night that it was necessary to divide that group into three sections during Session I and into four sections in Session II.

Classes were offered on Monday morning or Thursday evening during Session II. Each class was sub-divided into sections for the non-reader, 1-2, 3-4, and "Another Page." Students were assigned to the section indicated by their reading level. As it turned out, all four sections operated on Thursday night, but only two functioned on Monday morning.

A model lesson plan was developed for the "Another Page" series. Teachers were allowed as much flexibility and creativity as they wanted in presenting the material. Basically, each lesson was divided into four parts based on the television broadcast. (See Appendix G, pages iii-v.)

Record Keeping

Individualized task forms were developed for each student. A progress sheet for students using the "Another Page" series was designed along with an individualized task form for students reading below a fifth-grade level. (See Appendix G, pages vi-vii.) Skill development was based on level and need. Many skills were taught in a group setting, as well as individually. Students accessed the Student Assistance Center (SAC) for some of the individual work. The SAC provided computer assisted instruction as well as various audio-visual materials and other reading improvement materials.

Attendance was taken at each class meeting. Teachers were given class rolls at the beginning of each session. These rolls were updated each week because of the open entry policy.

Assessment

Each Project LIFE participant was administered the San Diego Quick Test at the intake appointment. This instrument was used because it is fast and unobtrusive. Also, it provided a good indication of a person's reading level. Results from this

assessment determined the student's class placement. (See Appendix G, page viii.)

During the fourteen-week session, various informal testing procedures were used to determine a student's understanding of a skill and his/her progress at a specific reading level. For those students in the "Another Page" series, a "Cloze" procedure was used (based on the textbook). The Cloze technique assumes that a person wishes to complete any pattern which is not complete. This procedure was chosen because it is simple to formulate, administer, and evaluate. Also, because it is an informal testing instrument, it does not appear as threatening to the adult learner.

A Cloze procedure is constructed using a 250 word passage. The first and last sentences are complete. Every fifth to eighth word is deleted. The length of each space is approximately fifteen typewritten spaces long.

There are variations to the technique which are:

1. Deletions can be made at random.
2. Deleted words can be listed at bottom of the Cloze passage.
3. Initial letter or first two letters of omitted words can be left in the space.

When evaluating a Cloze procedure, the following steps are taken:

1. Count the number of blanks.
2. Count the number of correct responses.
3. Divide the number of words exactly replaced by the total number of blanks to get per cent of correct replacement.

95%--Independent level
75%--Instructional level
50%--Frustrational level

These procedures were given every three weeks. As other adult reading series were used, individual task-related instruments were developed. (See Appendix G, pages ix-xvi.)

At the conclusion of each session, a reading habit and attitude inventory was administered. The inventory was modeled after "The Reader's Inventory" by George D. Spache and Stanford E. Taylor. The Project LIFE counselor read the questionnaire to each class, and each participant answered on a written form. Information from this inventory was compiled and proved very important in planning for the future of Project LIFE. The main objectives of this inventory were to determine the role of reading in the lives of the adult and the effectiveness of Project LIFE. (See Appendix G, pages xvii-xix.) In order to provide a source of comparison, the Slosson Oral Reading Test (SORT) was used as a post-test. This particular instrument was chosen because the San Diego Quick Test, another word list type test, was used to determine class placement at the beginning of the project.

INSTRUCTIONAL MATERIALS

Many modifications were incorporated in the original curriculum when it became apparent that the majority of the students registered for Project LIFE could not read at a fifth-grade level. As the classes were divided into four distinct

sections, so were the instructional materials needed for each section.

Non-Reader

The non-reader posed the greatest challenge in the program. Securing materials that would interest the adult non-reader was a monumental task. Teacher-made materials were initially used. (See Appendix H, pages i-x.) Hand-outs for learning the alphabet letters and sounds were incorporated. Basic sight word lists were used. Newspapers and magazines were used for such activities as circling vowels, underlining consonants, and recognizing words from the sight word lists. Sentence writing was also taught using words from the basic word list. Menus from various restaurants were used to teach survival reading skills.

During each class, part of the time was used for teaching beginning consonant sounds. Much of this work was done orally. Auditory discrimination was stressed. Picture cards were used to teach individual sounds. Many times, the instructor would make her own cards, so that the adult learner could identify with them. The students were given picture sets for their own reference.

Short vowel sounds were introduced first in the c-v-c words. Lists of the words were obtained from the Brigance Prescriptive Strategies and Practices and Recipe for Reading by Nina Traub. The VCE generalization (magic E) was taught when some confidence was gained for the c-v-c words. Gradually other long vowels were introduced. Part of a kit, S V E Vowel Sounds, was

used for the picture/word cards for short and long vowels. These picture/word cards were especially helpful. The cards were often used independently or by pairs of students because the word appeared on one side and a picture of that word was printed on the other.

Early in the school term, weekly experience stories were written by the students. Since at this point they were not able to copy the stories on the chalkboard, the students would "read" them back. The topic was discussed and reread several times. The advantages and disadvantages of living in Lubbock is a sample topic. (Appendix H, pages xi-xii.)

Using pictures large enough for the class to see, experience stories were written together. As the class told the story, the teacher wrote on a chart tablet. The class read it several times with more discussion. Then the class was asked to write something about the picture. Spelling did not count, and several volunteers were available to help take dictation for those who did not feel they could do it alone. Fluency was a problem. Most of the students had little to say about the pictures until they were discussed as a group. They seemed more comfortable working as a group, and most contributed to the conversation.

Using short stories from a kit, The Primary Reading Series, Laugh and Secrets, the students were asked to discuss the pictures before reading the story. This was always done with a buddy. After discussing the pictures, they then read the stories together in small groups of two or three. They also dictated stories about these pictures.

The Barnell Loft Specific Skills Series, picture level, preparatory level, and booklet A of "Locating the Answer" were used. A few of the students were able to work in booklet B, but they were the ones promoted to the next class.

Richard Boning's Multiple Skills Series, levels A and B, were also used independently and with buddies.

To practice reading in a useful context, take-out menus from Popeye's and Grandy's fast-food restaurants were used. After discussing what one might expect to find on a menu at a chicken restaurant and studying the vocabulary on the board, the students worked together to read the menus. By working in small groups, they were able to decipher most of the menu. They asked many questions about specific words and how to decode them.

Sets of newspapers were looked through and discussed. The class examined the different sections of the paper and discovered what could be found. They asked many questions, and tried reading items with limited success. The students discovered that they could read the grocery ads with the many pictures and clues.

After searching and previewing a great deal of material, it was decided that the Adult Reader, a revised series by Steck-Vaughn, provided the most comprehensive information needed by the non-reader. Each student received a workbook. Teachers continued to use their own materials as supplements to this workbook.

Levels 1 and 2

For students reading at a first or second grade level, the Steck-Vaughn Adult Reading Program was incorporated. After evaluating each student's performance using pre- or post-test assessments in the Steck-Vaughn books, the student was placed in the appropriate Steck-Vaughn workbook, and instruction for weaknesses could then be planned.

Mastery charts for each class were very helpful in tracking student progress and planning for group instruction within the class. (See Appendix H, pages xii-xiv.) A slash was placed in the box to designate a skill weakness, and the instructor was able to group students for remediation on those skill deficiencies. Following instruction and practice, the post-test in the Steck-Vaughn workbook was administered to determine mastery. Upon successful completion, another slash was marked on the chart using a contrasting ink color. An X was recorded on the chart for skill strengths as indicated on the assessment test, and the students worked independently through the corresponding material in the workbook.

The beginning period of class time each week was spent reviewing the previous week's homework assignment. Questions were answered, and the material was checked in class.

The majority of Project LIFE students were weak in phonics, which caused further problems for them in spelling. A spelling lesson was presented each week, and a list of twenty-five high-frequency words were assigned for a spelling quiz the following week. The instructor called the words out orally, and students

then checked their own work and recorded their scores on a progress sheet.

The next period of class time was spent in large group instruction. Skills that needed review by the entire class or material from the workbooks that needed further explanation were taught at this time. Occasionally the students would suggest areas with which they needed help, and this time period provided an excellent opportunity to cover such material.

Following this large group instruction, the students were divided into smaller skill groups in order to facilitate more individualized instruction. At this time, volunteers proved to be a valuable resource. The volunteer could lead a group discussion and check comprehension of assigned reading material, while the instructor worked with another group on phonics skills. After a period of time, the groups switched so that each student worked with the instructor on phonics and also with the volunteer.

At the end of the class, a short time was spent reviewing what had been covered during the class, as well as assigning and explaining homework for the following week. Interestingly, the students always elected to take the assignments. In addition to a printed assignment, the students were always encouraged to do additional reading. Several sets of paperback books at the appropriate reading level were available for students to check out and take home.

In order to meet the individual needs of students not covered in a large or small group setting (those needing ESL,

one-on-one, skills needed by only one person) the Project LIFE instructors made use of individual folders and task forms. Assignments were written on the task form and appropriate materials were placed in the folder. The Student Assistance Center of South Plains College also contained materials that were used on an individual basis. The computer program, "Spelling in Context," was useful for spelling improvement as were the audiocassette programs "Tutortapes" and "Relevance of Sound." Programs for the computer ("Spelling In Context") and audio tapes ("Tutortapes," "The Relevance of Sound") for spelling were helpful. The SRA Reading Laboratory and Barnell Loft Specific Skills Series were also used. Students were given the opportunity to work in the SAC for tutoring in addition to time spent in class.

Levels 3 and 4

Initial work in this class began with a review of phonetic rules. The Steck-Vaughn Adult Reading Series 1600 and 2100 were used. Along with these workbooks, various reading materials were provided to increase vocabulary and comprehension skills. The Barnell-Loft Specific Skills Series was used. Supplementary reading was provided by Troll Associates' Target Library and Beacon Library.

Once again, Individual Task forms were utilized. Pre- or post-tests from the Steck-Vaughn Series were used to determine mastery. Also, when the workbook was completed, a comprehensive mastery instrument was used to determine whether the student was

ready for the Another Page series. Cloze passages from graded paragraphs were also incorporated to determine progress and readiness for the next level. The Specific Skills Series once again provided the passages necessary for the Cloze exercises.

Level 5 through 8

This group of adults utilized the Another Page books and the soap opera, "Another Page." The lesson for each television segment was divided into four parts. Each skill taught corresponded with a portion of the soap opera.

At the beginning of class, the teacher would introduce new vocabulary words. Then, segment one of the video would be viewed. Next, a discussion of the program plus reading exercises would be addressed. Then, the viewing of segment two would occur. Introduction of the reading skill to be learned would follow segment two. Further practice of that skill would be covered. Segment three would then be viewed. A review of the day's lesson, as well as mastery exercises, were available.

The instructor was allowed a great deal of individual creativity when presenting the lessons. It was generally found that all of the material in the book could not be addressed. Once again, teachers were allowed to use their own judgment in planning.

A lab component was added to the classwork. For the last hour of class, students worked in the Student Assistance Center. Individualized lesson plans were developed. (See Appendix H,

page xv.) Students worked on various materials in the Center to improve spelling, increase vocabulary and improve reading comprehension skills. All papers were kept in the student's folder so that the instructor could review the work and make any necessary changes in the lesson prescription. Computer software was used. Adult learners really enjoyed using the computer. For many, it was a new experience.

ROLE OF THE COUNSELOR IN THE LITERACY PROGRAM

The counseling component of Project LIFE proved to be a valuable and indispensable part of the program. The Counselor participated in the intake process, presented workshops, provided career guidance and counseling, visited agencies for referrals, spoke to various community organizations, and tutored in the classrooms.

Intake

Initially, the counselor set specific hours to be in the office for intakes. This generally occurred during the first two weeks of each session. After this time, his office hours were scheduled as needed.

Also, many times if an adult called to make an appointment and seemed to warrant special help, the counselor would be asked to conduct the intake. In this way, the counselor could assess the client's needs in an non-threatening environment.

Workshops

Since one of the goals for Project LIFE was to provide pre-vocational workshops to enhance employability, the counselor presented three workshops. The first workshop dealt with job preparation. Students were given ideas on resume writing, filling out job applications, and applying for a job. Since the reading levels of the classes were so varied, it was necessary to divide the group according to ability so that the workshop would have some relevance for everyone.

The second workshop dealt with developing a positive self-concept. The causes of inferiority and low self-esteem were discussed. Some of these causes were: past experiences, parent and child relationships, unrealistic expectations, faulty thinking, community influences, and faulty theology.

Next, the effects of low self-esteem were presented. The effects included: feeling isolated and unloved, feeling too weak to overcome deficiencies, difficulty in getting along with others, social withdrawal, lack of inner peace, self-criticism, self-hatred, and self-rejection.

Overcoming the effects of low self-esteem was explored. Some suggestions included learning how to give and receive genuine support, acceptance and approval. Seeking to develop self-understanding and learning new skills was suggested. Avoiding destructive behaviors and influences was encouraged.

"Preparing for Success" was the topic of the final workshop. The videos, "The Psychology of Winning," by Denis Waitley and "The Strangest Secret," by Earl Nightingale, were shown. The

video cassettes were utilized to further strengthen the idea of developing a positive self-concept and preparing for success. Handouts were used. (See Appendix I, pages i-iv.) The classes were combined for this presentation. It proved to be very popular.

Career Counseling and Guidance

Perhaps the greatest role of the counselor was that of being available for the students on a one-to-one basis. He was able to help students in assessing their skills, abilities, and vocational interests. Counseling services were made available for students experiencing vocational and/or personal difficulties. Also, his knowledge of available resources was invaluable when referring students for community assistance.

Public Relations/Referrals

The counselor was responsible for disseminating information about Project LIFE to local businesses and agencies. This included both speaking engagements and on-site visits with key people in the community. These visits helped to develop public awareness and to establish a referral network.

Tutoring

Last but not least, the counselor was used as a tutor. The purpose of this was twofold. First of all, the tutor help was needed. Because he was bilingual, he was especially invaluable for some of the ESL students. Secondly, this close contact with

the students afforded them the perfect opportunity to discuss any problems they might be experiencing. Also, the counselor was able to detect some problems that could be avoided through counseling.

ADVISORY BOARD

The advisory board was set-up to guide and promote the project. Representatives from organizations which collaborated with South Plains College in Project LIFE were invited. A representative from the Lubbock Independent School District, the South Plains Task Force on Literacy, Texas Tech University, the local ABC affiliate, and the Lubbock City-County Library served on the board. Two meetings were convened to discuss the progress of Project LIFE. At this time, board members were encouraged to ask questions and offer suggestions for Project LIFE.

Members on the advisory board served as excellent ambassadors for Project LIFE by making referrals to the program. Also, their various areas of expertise were greatly appreciated when writing the final report.

VOLUNTEERS

As Project LIFE progressed, it became evident that an organized volunteer program was needed. The LIFE office received many phone calls and referrals from the PLUS (Project Literacy

United States) hotline about volunteering. Each name was recorded along with address and phone number.

An inservice was held during a Thursday evening class time so volunteers would have the opportunity to learn about Project LIFE and observe a class. Prospective volunteers were mailed a letter inviting them to the inservice. The inservice was conducted by the Project Director and Counselor.

The main purpose of the volunteer orientation was to allow the Project LIFE personnel to evaluate the volunteer and his/her adaptability and flexibility. (See Appendix J, pages i-ii.) It was necessary to make sure that the volunteer would feel comfortable with the adult learner.

Each volunteer was asked to fill out a "Volunteer Information Form." (See Appendix J, page .) This information helped to determine in which class the volunteer would be most effective.

At the conclusion of the workshop, some role playing was initiated. Various situations that might occur between a volunteer and student were acted out and discussed. This activity afforded the volunteer and the staff an opportunity to examine some occurrences that could effect the success of the volunteer.

The volunteer program was mildly successful from an involvement standpoint. Nine people originally volunteered. By the end of the program, only two were still involved.

In the classroom, volunteers were used on a one-to-one basis with students as well as small groups. The tutor was especially

helpful when language experience stories were used. ESL students worked with the volunteer. Tutors also provided encouragement and understanding on an individual basis.

A volunteer program could be a tremendous asset if the volunteers are dependable. The perfect situation would be to involve an interested service organization which would provide volunteers on a regular, dependable basis.

EVALUATION AND CONCLUSIONS

Procedures for the evaluation of the project include a record of the number of individuals responding to the project, a measure of the progress of participants, and a direct evaluation of the program by the participants themselves. A fourth component has been added to program evaluation which includes input from instructors and staff members.

Student Evaluation

Number of persons responding. Since one of the important features of this model program was an extended outreach campaign, a record of the number of persons responding to the project was kept. Incoming telephone calls were logged along with tallies of persons walking into the office.

Number of Persons Responding

	Session I	Session II	Total
Telephone	172	71	243
Walk-in	12	5	17

Student progress. A second measure of program success is the progress that students made in reading. Assessment was difficult. Persons being tested at the initial interview, as well as during class, experienced high levels of anxiety. For this population in particular, testing was synonymous with failure. They had already had to admit their deficiency to a total stranger; further scrutiny of this deficiency resulted in embarrassment on the part of the student.

The Project LIFE staff recognized the importance of approaching the test situation in a supportive manner. For this reason, a commitment was made to testing primarily for diagnosis and for verification of mastery. Testing was closely tied to instruction so that students could see their on-going progress. Instructors developed and used informal diagnostic tests and criterion referenced tests. Since all instructors were experienced in teaching reading, they were allowed to use the techniques and instruments that they preferred. A record of

each student's progress was kept on file and updated on a weekly basis. For more detailed information, please refer to the section on assessment.

Comparison of exit levels to entry levels was difficult. First, time spent on assessment had to yield information useful to both the student and the instructor, hence the focus on skill-related testing as opposed to assessment of grade-level equivalents.

Second, the persons being served were very insecure about their ability to succeed. Extensive standardized testing of these students, particularly at the outset, would have caused them to forgo the educational opportunity the program had to offer.

Finally, an appropriate test normed for adults was not available. Although the San Diego Quick Test had been used for entry-level placement, a parallel form was not available for exit-level evaluation. The Slosson Oral Reading Test was closest to the San Diego Quick Test in design and was used as an alternative measure. Comparison of beginning and ending scores yielded the following results:

Session II

Class	Reading Level	Number of Students	Average Growth in Grade Levels
1	Non-Reader to Primer	10	2.2
2	Pre-Primer to Grade 3	6	1.5
3	Grade 1 to Grade 4	7	1.6
4	Primer to Grade 4	10	2.0
5	Grade 4 to Grade 8	16	2.6

Student Surveys. Information gathered from surveys of Project LIFE students served to help determine the effectiveness of the program. Results also helped Project LIFE staff members to gain insight into the reading habits and attitudes of the students.

A summary of student responses was tabulated. (See Appendix K, pages i-iii.) It is interesting to note students' preferences for instructional methods. Teacher-made worksheets and consumable workbooks were favored by 100% of the students all or some of the time. The Another Page workbooks were useful to 59% of the students, while 96% liked a variety of reading materials. It was not possible to accurately report the percent of students liking the video because all students did not use the video lessons.

The value of reading was a focus of some of the survey questions. All project participants acknowledged the need to read with 99% reporting the need to read for different purposes. The majority of students, 96%, agreed that reading was an important part of their lives, and 95% said that they practiced their reading skills at home. If given a choice between television viewing and reading, 43% said they would choose to watch television. Finally, 74% of respondents reported that they had to force themselves to read all or some of the time.

Student perceptions of the instructors and staff members were very positive. When asked if they felt that their reading instructor cared about them, 99% said yes; 100% of the students

said that they would encourage others to enroll in the project and some did in fact bring others with them. The workshops provided by the counselor were useful to 94% of the students.

Personal reading habits, although self-reported, were addressed in the survey. In general, most students had access to some type of reading material at home and made an effort to use it, although 70% said that they were more likely to put it down if they found it difficult.

Staff Evaluation

Many of the suggestions included in this section were shared during the final meeting of the Project LIFE faculty and staff. This brainstorming session allowed us to reflect on what worked and what did not work. The list that follows represents conclusions based on our experience with the model program.

1. Commercial television and an extensive referral system were the most effective ways to inform and attract adults to Project LIFE.

2. Commercial television broadcast of "Another Page" was not effective for some of our students. Viewing of the video lessons in class minimized the necessity for watching the broadcast on commercial television. The weekly broadcast served primarily as a form of advertisement for Project LIFE.

3. Students found the "Another Page" series to be entertaining but not educational. They felt that viewing the program in class was an expenditure of time that could be better spent on actual reading tasks.

4. It is essential to have well-designed materials of high interest for adults on hand. These materials should begin with the very rudimentary reading skills and sequentially build and reinforce a complete scope and sequence of these skills. Continuity of structure and content is important for ease in moving students from one level to another.

5. Small class size was very important. Classes for non-readers through second-grade level needed to be limited to ten; whereas, the upper-level classes, third through eighth, could have as many as twenty students.

6. Homogeneous grouping of students was successful because it allowed students to work together on the same skills. It also facilitated the formation of informal support groups within each class as two or more students worked toward achieving the same specific objectives.

7. The use of instructors with credentials and experience in teaching reading was imperative. Even when teaching upper-level students, various questions on word attack, phonics, and spelling would arise. The teacher needed to have the expertise to field these questions. Without a strong background in reading, instructors would not have been able to provide the responsive, flexible, and relevant instruction students were seeking.

8. Although the staff felt very strongly that the San Diego Quick Test provided a good indication of reading ability for class placement, further informal diagnostic procedures needed to be used within the class to designate the specific skill areas to be addressed for each student. This diagnostic information needs to be relevant to the materials on hand for maximum benefit.

9. Instructors suggested the use of parallel forms of pre- and post-tests as opposed to the use of CLOZE reading passages for measurement of student progress. CLOZE passages were inappropriate for many of the students participating in the project because of their low reading levels. Using the Slosson Word Test as a post-test provided an indication of growth but did not assure exact pre- and post- test measurement. The Silvaroli Informal Reading Inventory, the Wide Range Achievement Test, or the Durrell Analysis of Reading Difficulty were among the instruments suggested.

10. The counseling component of Project LIFE was imperative. Easy accessibility to the Counselor provided many students the opportunity to discuss personal needs in an informal setting.

11. Students who were reading between a 5th to 8th grade reading level were more likely to benefit from the workshops presented by the counselor. Students reading at lower levels preferred to use class time for instruction in reading. It was suggested that

workshops continue to be presented but that they be made available on an optional basis.

12. More extensive volunteer training was suggested. The one training session that was held for volunteers was a good beginning, but additional sessions would have been helpful.

13. One three-hour class per week seemed to satisfy the majority of students. It was felt that this scheduling would be more effective because the classes would only inconvenience the students' routine schedule once a week. The Thursday evening time slot seemed to be the most popular. Saturday morning was the least popular. The day session was offered on Monday mornings. Although the enrollment was less than the Thursday evening class, the attendance was regular.

14. Diagnostic assessment of students during the first three weeks was suggested so that appropriate placement of students could be verified and so that skills charts could be developed for each student.

15. Homogeneous grouping of students was successful because it allowed students to work together on the same skills. It also facilitated the formation of informal support groups within each class as two or more students worked toward achieving the same specific objectives.

16. Intake methods were seen as effective. The personal and caring nature of the initial interview and the completion of it prior to actual entry into the program were listed as positive features. This time afforded the staff a chance to evaluate the person and the ability of Project LIFE to meet his/her needs. Guidelines need to be established for responding to the mentally retarded and the learning disabled. Instructors were glad that they were not required to do all of the intakes.

17. The location of classes, a community college campus, worked well for the population being served. Their presence on campus was unobtrusive as they joined other adults involved in continuing their education. There is no stigma attached to the community college setting.

18. On-going informational sessions with the college faculty resulted in a good referral network. In addition, the presence of a program for single parents and homemakers, First Step, was a positive feature for the Project LIFE students who were referred to them.

19. It is extremely important that all office personnel be attuned to the needs of the adult learner. Many times a family member would call on behalf of the prospective student to inquire about the program. These family members were very protective and constantly evaluated the effectiveness of the program.

20. Instructors were appreciative of the clerical support provided. The project secretary emphasized the usefulness of clear communication between office personnel and instructors, especially as it pertained to record keeping.

21. Instructors for the project would have liked intermittent meetings in order to share information and instructional approaches.

22. Access to the Student Assistance Center (the campus learning center) was very valuable. Both students and instructors felt that use of computers, videos, and supplementary reading materials strengthened the learning process.

23. The Steck-Vaughn Adult Reading Series was useful at all levels.

24. Instructors were complimentary of the support they received, the flexibility they were allowed, and the cooperative atmosphere they experienced.

Conclusions

It is difficult to express in words the many feelings that Project LIFE has afforded us to experience. The looks of fear, embarrassment, and desperation on the faces of those adults who entered our office for the first time has made us all deeply aware of the human tragedy involved in illiteracy. But, we have learned that encouragement, caring and success are important factors in teaching the adult learner. We have witnessed how contagious "progress" can be, and we have shared the excitement of "success." We have touched many lives, and hopefully we've made a difference.

Who is the typical adult illiterate? Our information indicates that the adult illiterate is a male or female who is between twenty-two and fifty-five years of age, and who has completed ten to twelve years of public education. One-half of our students were employed. The ethnic breakdown for both sessions indicated 44% Hispanic, 25% White, 24% Black, and 7% Asian. Approximately 66% of our students who registered tested below a fifth-grade reading level. Of those below a fifth-grade level, 11% were non-readers.

The two most prevalent reasons our students had for improving their reading skills were to improve their employability and to further their educational opportunities. Many of our students were interested in pursuing a G.E.D., while others simply wanted to read better.

Many of our students had a high-school diploma. Fifty-six percent of the students who enrolled in Project LIFE had completed ten to twelve years of public education. Why then could they not read? The answer to this question is complicated and multi-faceted. In some cases, the student was diagnosed as having a learning disability. Many of our students expressed a deep frustration at being labeled "special ed," and then being forgotten in the room "down the hall." Some students felt like they had missed the "basics" and just never caught up. Because, as students, they were not discipline problems, they went virtually unnoticed by the teachers and were socially promoted.

The other 44% of our enrollment had a ninth-grade education or less. Some had never attended a formal school setting.

Family circumstances had the greatest influence on this group. Many times as a child, the student would have to quit school to help support the family. Marriage and pregnancy affected others. In some instances, the family would move so frequently that it was impossible to have any consistency in the education process.

For the majority of our students, the term "school" did not have a positive connotation! Feelings of shame, frustration, and failure were associated with "school." It represented a setting where failure was a continual occurrence. For this reason, the community college provided a perfect location for adults, because they were not returning to a place they associated with failure. The community college represented a new beginning--a fresh start!

Perhaps the single most important element in a successful literacy program is the attitude of the providers. In our opinion, it is essential that each member of the staff have a deep commitment to the students and their needs. Constant encouragement, praise, and empathy are needed. The "pat on the back," the "praise," the "willing ear," and the "understanding heart" are the essential elements of adult literacy.

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APPENDIX A
Promotional Calendars

October 1987: Campaign I

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 PRESS CONFERENCE	22	23 MAJOR MAIL-OUT	24 TELEVISION ADVERTISING BEGINS →
25	26 RADIO ADVERTISING BEGINS →	27	28	29	30	31 →
TELEVISION ADVERTISING →	→	→	→	→	→	→

November 1987: Campaign I (cont.)

SUN	MON	TUE	WED	THU	FRI	SAT
1 RADIO ADVERTISING TELEVISION ADVERTISING →	2	3	4	5	6	7
8 BROADCAST* #1 RADIO ADVERTISING → TELEVISION ADVERTISING →	9 CLASSES BEGIN	10	11	12	13	14
15 BROADCAST* #2	16 SECOND WEEK	17 OF CLASSES	18	19	20	21 →
22 BROADCAST* #3	23 THIRD WEEK	24 OF CLASSES	25	26	27	28 →
29 BROADCAST* #4	30 FOURTH WEEK OF CLASSES →					

* BROADCAST refers to the weekly 30-minute broadcast of lessons 1-14 of "Another Page.

February 1988: Campaign II

SUN	MON	TUE	WED	THU	FRI	SAT
	1 VISITS TO COMMUNITY AGENCIES → BROCHURES TO SCHOOLS →	2	3	4	5	6 →
7 BROADCAST* #14 (session I) RADIO ADVERTISING TELEVISION ADVERTISING VISITS TO COMMUNITY AGENCIES →	8	9	10	11	12	13 →
14 BROADCAST* # 1 (session II) RADIO ADVERTISING TELEVISION ADVERTISING VISITS TO COMMUNITY AGENCIES →	15 CLASSES BEGIN (SESSION II) →	16	17	18	19	20 →
21 BROADCAST* #2 (session II)	22 SECOND WEEK OF CLASSES (SESSION II) →	23	24	25	26	27 →
28 BROADCAST* #3 (session II)	29 THIRD WEEK OF CLASSES (SESSION II) →					

*BROADCAST refers to the weekly 30-minute broadcast of lessons 1-14 of "Another Page."

APPENDIX B
Comparisons and Statistics

MEDIA PROMOTION

Method	Description	Quantity	Cost
Mail-Out	Letters	200	$ 123.00
Brochures	Printed information (including photos)	5,800	877.00
Radio	30-second commercial	KRLB	
		33 Spots	990.00
		33 PSA's	-0-
		KFYO	
		50 Spots	950.00
		26 PSA's	-0-
		KLLL	
		16 Spots	512.00
		16 PSA's	-0-
Television	30-second commercial	KJTV	
		24 Spots	1,000.00
		16 PSA's	-0-
		KCBD	
		15 Spots	730.00
		16 Spots	800.00
		KLBK	
		35 Spots	1,220.00
		30 PSA's	-0-
		31 Spots	775.00
		12 PSA's	-0-
	Broadcast "Another Page"	Broadcast License	175.00
		KLBK	8,400.00
		KTXT	3,450.00
		LISD-TV	-0-
		SPC-TV	-0-
Newspaper	Ads in TV Log	8	500.00
		TOTAL	$20,502.00

PROJECT LIFE - INTAKE STATISTICS

		SESSION I	SESSION II
1.	Male or female? Male	58	70
	Female	55	65
2.	How did you learn about Project LIFE?		
	TV	16	63
	Radio	2	1
	Newspaper	5	--
	*TV or Radio	40	N/A
	Employer	--	27
	Family or Friends	--	N/A
	*Referral	53	N/A
	*Other (includes referrals from public service agencies, counselors, teachers, etc.)	N/A	44
	Brochure	1	--
	Info in Mail	1	--
3.	How many years of education did you complete?		
	Grades 1-3	2	4
	Grades 4-6	18	16
	Grades 7-9	31	34
	Grades 10-12	60	82
	N/A	2	4
4.	What is your age range?		
	15-21	13	11
	22-30	39	48
	31-45	52	60
	46-59	9	14
	60+	--	1
5.	What is your ethnic origin?		
	White	23	40
	Black	23	37
	Hispanic/Spanish	55	56
	Asian/Pacific Islander	8	12
	Other	4	3
6.	Are you employed?		
	Employed	60	78
	Unemployed	49	59
	Not Recorded	4	3

*Denotes change of question on Intake Form.

APPENDIX C
Methods of Promotion

SOUTH PLAINS COLLEGE

AT LUBBOCK

LIFE

LITERACY IS FOR EVERYONE

October 12, 1987

Mary Rooker
South Plains College
Lubbock

Dear Mary:

South Plains College-Lubbock, the Lubbock Independent School District, and the South Plains Task Force on Literacy are sponsoring a new approach to literacy training for adults in the Lubbock area. The campaign, entitled PROJECT LIFE: Literacy Is For Everyone, will utilize a television series to attract and interest adults with reading skills at or below the eighth grade level.

The project will also feature organized literacy classes as well as career counseling presented in a college setting. Instructional materials will build on themes developed in the television series entitled "Another Page." The fourteen-week television series, which is a continuing "soap opera" and includes consumer and health tips, will be broadcast weekly beginning Sunday, November 8. The television schedule and starting dates are listed below.

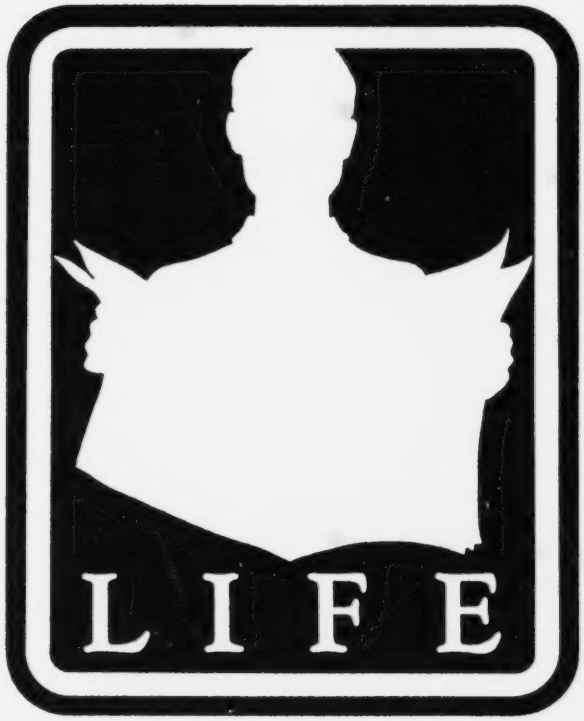
KAMC Channel 28, Cable Channel 8	Sun., Nov. 8	10:30 a.m.
KTXT Channel 5	Sun., Nov. 15	10:00 p.m.
LISD Cable Channel 12	MWF, Nov. 9	6:30 p.m.
SPC-TV, Cable Channel 13, Levelland	Mon.-Thurs., Nov. 9	7:00 p.m.

I want to encourage you to refer clients, parents of students, employees, and any other adult who would benefit from this program. All classes, services, and materials are FREE for the participating adults. I am enclosing brochures on PROJECT LIFE. I hope that you will share them with anyone that you feel should know about this effort. Feel free to make additional copies of the brochures. For more information, call South Plains College-Lubbock, 747-8111, and ask for PROJECT LIFE.

Sincerely,

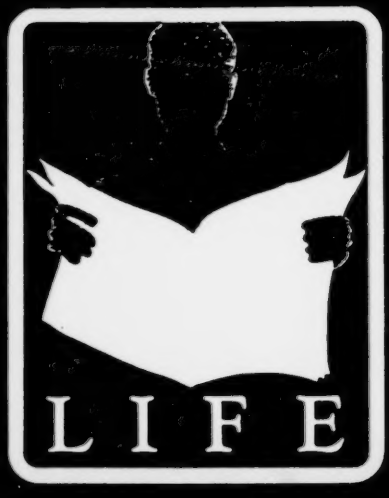
Dr. Ronnie Glasscock
Dean

1302 MAIN, LUBBOCK, TEXAS 79401-3298
806/747-0576 – 747-8111



L I T E R A C Y I S
F O R E V E R Y O N E

Project LIFE Logo



LITERACY IS
FOR EVERYONE

An Invitation To

PROJECT LIFE

South Plains College ~ Lubbock invites you to be our guest with other adults...

- Improve reading skills or learn to read.
- Open the door to better jobs.
- Watch an exciting TV show to help you learn to read.

LITERACY IS FOR EVERYONE

(806) 747-8111

Our invitation includes...

- a fun TV soap opera that you can watch at home.
- the chance to join other adults in class at South Plains College ~ Lubbock.
- free books which you can use in class or at home to improve your reading skills.
- help and advice with job planning and your future.

PROJECT LIFE

LITERACY IS FOR EVERYONE

Many adults have found that reading is a key to finding and keeping good jobs. Good reading and writing skills help open doors to success. Many adults want to read the newspaper and books. Others want to open a checking account or to help their children with schoolwork.

South Plains College ~ Lubbock is offering *FREE* reading classes for adults who want to learn to read or improve their reading skills.

"ANOTHER PAGE"

A true life drama, "Another Page" is an entertaining TV soap opera which shows the importance of reading in daily life. The program also includes consumer and health care tips. You can watch "Another Page" on KAMC-TV (Channel 28, Cable Channel 8) beginning in the fall. The program will also be carried on KTXT-TV (Channel 5), LISD-TV (Cable Channel 12) and on SPC-TV (Cable Channel 13). Call South Plains College ~ Lubbock for soap opera times and home study books.

CLASSES

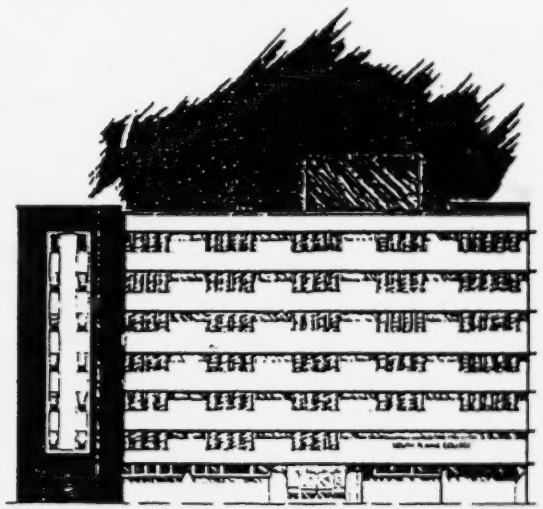
Along with the TV shows that you can watch at home, you are invited to join other adults in attending *FREE* classes on the Lubbock Campus of South Plains College. Reading classes will be based on the weekly TV soap opera and will help you to improve your reading skills. The college will also provide help for you through the Student Assistance Center.

JOB PLANNING

College counselors will help you to...

- discover your talents and interests.
- learn about the world of work.
- find out what you need to know about getting a job.

Come join us for an exciting, fun-filled experience through PROJECT LIFE. It's never too late to do something for yourself.



For more information ask for PROJECT LIFE at:

South Plains College ~ Lubbock
1302 Main Street
Lubbock, Texas 79401

(806) 747-8111

PRESS CONFERENCE

OCTOBER 21, 1987 - 10:00 A.M.

CHAMBER OF COMMERCE
CONFERENCE ROOM

I. THE SOCIAL AND ECONOMIC IMPLICATIONS OF ILLITERACY IN OUR AREA.....MAYOR MCMINN

II. ANNOUNCEMENT OF GRANT AWARD AND THE RELATIONSHIP OF "PROJECT LIFE" TO THE ROLE, SCOPE, AND MISSION OF SOUTH PLAINS COLLEGE.....DR. RONNIE GLASSCOCK
DEAN

III. OVERVIEW OF "PROJECT LIFE".....SAM HILL
ASSOCIATE DEAN OF INSTRUCTION

IV. THE ROLE OF THE LUBBOCK INDEPENDENT SCHOOL DISTRICT IN "PROJECT LIFE".....FREDDYE HARRELL
ADULT BASIC EDUCATION

V. THE INSTRUCTIONAL DESIGN OF "PROJECT LIFE".....LINDA CORONADO
LEARNING SPECIALIST

VI. COMMENTS BY COMMUNITY LEADERS

VII. QUESTIONS AND ANSWERS

News from
SOUTH PLAINS COLLEGE
Levelland, Texas

Contact: *Office of College Relations* • *1401 S. College Ave.*
Levelland, Texas 79336 • *(806) 894-9611*

FOR IMMEDIATE RELEASE...
October 21, 1987

PROJECT L.I.F.E. TO FIGHT
ILLITERACY IN LUBBOCK

LUBBOCK -- An innovative concept using commercial television and education in a community-wide effort to fight adult illiteracy in the Lubbock area kicks off Nov. 8 with "Project L.I.F.E. (Literacy Is For Everyone)."

The federally-funded program is sponsored by South Plains College-Lubbock and will feature "Another Page," a televised educational reading program for adults in an entertaining soap opera format, broadcast on both KAMC-TV and KTXT-TV. Companion reading lessons and workbook materials will be provided on the Lubbock campus at no charge.

"Another Page," a 14-week series, will be broadcast at 10:30 a.m. Sundays by KAMC-TV and again at 10 p.m. Sundays by KTXT-TV, beginning Nov. 8. Day and evening reading lessons will be offered three times a week on the SPC Lubbock campus.

"We want to get the message across to people who would like to improve their reading skills or learn how to read that the opportunity is available for them at no charge through this program," explained Dr. Ronnie Glasscock, dean of the SPC Lubbock campus. He heads the South Plains Taskforce on Literacy, a 60-member committee of community volunteers in Lubbock who were charged with studying the illiteracy problem in Lubbock and finding ways to combat it.

Education Committee
Adult & Continuing Education Week

March 21, 1988

NEWS CONFERENCE
A G E N D A

Welcome and Purpose.....Tommie Stevens, Chairman of Board of Directors, Lubbock Chamber of Commerce

Proclamation.....Councilwoman Maggie Trejo

Introduction of Presenters.....Dr. Michael Mezack, Chairman Education Committee

Discussion of Programs and Awards

Texas Tech University Continuing Education..Deborah Palmer
South Plains College.....Dr. Ronnie Glasscock
Mary Rooker
Linda Coronado--Project LIFE
Lubbock Christian University.....Dr. Don Williams
Wayland Baptist University.....Dr. Robert Bicknell
Lubbock Independent School District.....Dr. E. C. Leslie
Freddye Harrell

Questions

Adjourn

ORGANIZATIONS AND PERSONS TO BE RECOGNIZED

Texas Tech University
Spokesperson: Deborah Palmer

Joyce Cheatham, High School Independent Study Instructor
Dr. Robert Rouse, College Independent Study Instructor
Dee Barth, Texas Instruments

South Plains College
Spokesperson: Dr. Ronnie Glasscock
Mary Rooker
Linda Coronado

Billy Sims, Billy Sims Trailer Town
Adolfo Ruiz Hernandez, Project L.I.F.E. student
Jimmy Sanchez, Project L.I.F.E. student
Yeong Kwon, Project L.I.F.E. student

Lubbock Christian University
Spokesperson: Dr. Don Williams

Lubbock Independent School District
Spokesperson: Dr. E. C. Leslie
Freddye Harrell

Jerry Byrd, Learning Center Administrator, Texas Instruments
Mary Styles, adult education teacher
Jean Woods, adult education teacher
Lisa Howard, adult education student

Wayland Baptist University
Spokesperson: Dr. Robert Bicknell, Dean of Special Services

Waldo Wilson, Veteran's Administration Rehabilitation Program
Col. Carrol G. Bartley, Lubbock Police Department
Harold Cadd, Gerber Foods

TAPSCAN REACHMASTER -- RADIO CAMPAIGN PROJECTIONS
SOUTH PLAINS COLLEGE

ADULTS 25 +
LUBBOCK TOTAL SURVEY AREA
SPRING 1987 ARBITRON

SCHEDULE DESCRIPTION

STATION	SCHEDULE DESCRIPTION	# WEEKS	AVG RTG	RATE	WKLY SPOTS	TOT SPOTS
*KRLB-FM	M-SU 6A-12M	2	2.3%	$30	33	66
KLLL-FM	M-SU 6A-12M	2	2.5%	$0	33	66
*KFYO	M-SU 6A-12M	2	0.9%	$0	33	66

SCHEDULE DELIVERY COMPUTATIONS
ADULTS 25 + -- POPULATION: 258,100

STATION	CUME RTG	% REACH	FREQ	GRP'S	GROSS IMP.	TOTAL COST	==CPM==	==CPP==	CPM NET RCH
KRLB-FM	25.2%	21.9%	7.6	153.4	396,000	$1,980	$5.00	$12.90	$34.95
KLLL-FM	26.1%	22.8%	7.2	163.7	422,400	$0	$0.00	$0.00	$0.00
KFYO	14.3%	11.5%	4.9	56.3	145,200	$0	$0.00	$0.00	$0.00
TOTALS:		46.7%	8.0	373.3	963,600	$1,980	$2.05	$5.30	$16.43

====> THE COST OF REACHING EACH TARGET PERSON AN AVERAGE OF 8.0 TIMES IS 1.6 CENTS

--NOTES--
1. REACH ESTIMATES AND CUMES FOR NON-STANDARD DAYPARTS ARE PROJECTED USING THE BETA-BINOMIAL STATISTICAL EXTENSION FORMULA.
2. REACH AND FREQUENCY PROJECTIONS ASSUME EQUAL DISTRIBUTION THROUGH THE INDICATED TIME PERIODS.
3. RATES, SCHEDULE PARAMETERS AND THE SELECTION OF STATIONS TO BE CONSIDERED FOR THIS CAMPAIGN WERE SPECIFIED BY THE USER.

PREPARED BY THE TAPSCAN RATING ANALYSIS SYSTEM. REPORT DESIGN & CONTENTS COPYRIGHT 1987 TAPSCAN, INC. (205) 987-7456
DATA FROM THE SPRING 1987 ARBITRON. SUBJECT TO LIMITATIONS AND RESTRICTIONS STATED IN ORIGINAL REPORT.

****
QUICK-SCAN SUMMARY ====> REACH: 46.7% COST: $1,980
FREQ: 8.0 CPP: $5.30
GRPs: 373.3 CPM: $2.05
****

SEATON GROUP STATIONS

SOUTH PLAINS BROADCASTING COMPANY, INC., P.O. BOX 64670
LUBBOCK, TX 79464
(806) 794-7979

CLIENT SOUTH PLAINS COLLEGE

START DATE 2/8

END DATE TFN

CO-OP Music : 1M-8 cut 7

LENGTH :30

15 sec.

30 sec.

60 sec.

IF YOU WANT TO IMPROVE YOUR READING SKILLS OR LEARN TO READ, YOU'RE NOT ALONE. GET HELP NOW, THROUGH THE SOUTH PLAINS COLLEGE PROJECT LIFE...LITERACY IS FOR EVERYONE. FRIENDLY, CARING INSTRUCTORS WILL HELP YOU LEARN TO READ IN A WARM, RELAXED ATMOSPHERE. AND BEST OF ALL, IT'S ABSOLUTELY FREE. LEARN MORE ABOUT PROJECT LIFE ON THE TV SERIES "ANOTHER PAGE" ON K-MAC, CHANNEL 28 SUNDAY MORNINGS FROM 10:30 TO 11:00. IMPROVE YOUR READING SKILLS...WITH HELP FROM SOUTH PLAINS COLLEGE.

THIS ANNOUNCEMENT WAS BROADCAST_____TIMES, AS ENTERED IN THE STATION'S PROGRAM LOG. THE TIMES THIS ANNOUNCEMENT WAS BROADCAST WERE BILLED TO THIS STATION'S CLIENT ON OUR INVOICE DATED _____ AT HIS EARNED RATE OF:

$_____EACH FOR _____ANNOUNCEMENTS, FOR A TOTAL OF $_____
$_____EACH FOR _____ANNOUNCEMENTS, FOR A TOTAL OF $_____
$_____EACH FOR _____ANNOUNCEMENTS, FOR A TOTAL OF $_____
$_____EACH FOR _____ANNOUNCEMENTS, FOR A TOTAL OF $_____

6.7

NOTARY PUBLIC, LUBBOCK COUNTY, TEXAS

KFYO-KZII SALES MANAGER

x

KAMC 28 LUBBOCK

McAlister Television Enterprises

KMCC 12 CLOVIS

P.O. BOX 2805 / LUBBOCK, TEXAS 79408

CLIENT: SOUTH PLAINS COLLEGE SCHEDULE: 9-29-87 LENGTH: :30

SOURCE: _____ NUMBER: _____ PRODUCT: PROJECT LIFE

VIDEO

AUDIO

AT "PROJECT LIFE" OF SOUTH PLAINS
COLLEGE...LITERACY IS FOR EVERYONE!
EVEN IF YOU HAVE LITTLE EDUCATION...
THE FRIENDLY SOUTH PLAINS COLLEGE STAFF...
WILL MAKE YOU FEEL AT HOME
WHILE YOU LEARN TO READ! READING
AND WRITING OPENS LIFE'S DOORS...
TO HIGHER-PAYING JOBS...HELPING
THE KIDS TO LEARN...ENJOYING THE
DAILY PAPER! LEARN TO READ...FREE
OF CHARGE! IN LUBBOCK CALL 747-8111
...AND 894-5845 IN LEVELLAND! ALSO
...ASK ABOUT "ANOTHER PAGE" AT THESE
TIMES AND CHANNELS...THE TV SOAP THAT
WILL SPUR YOU TOWARD BETTER READING!

This announcement was broadcast a total of _____ times at the dates and times coded _____ on our attached invoice number _____, as entered in the station's program log. This announcement was billed to this station's client at a total cost of $_____

_____ NOTARY PUBLIC LUBBOCK COUNTY TEXAS

_____ SIGNATURE OF STATION OFFICIAL (BOOKKEEPER)

DATE: 10

KAMC 28 LUBBOCK

McAlister Television Enterprises

KMCC 12 CLOVIS

P.O. BOX 2805 / LUBBOCK, TEXAS 79408

CLIENT: SOUTH PLAINS COLLEGE-LUBBOCK SCHEDULE: 8-3-87 LENGTH: :12

SOURCE: _____ NUMBER: _____ PRODUCT: OPENING DISCLAIME

VIDEO	AUDIO
shot 1-"Another Page" logo. shot 2-"Project LIFE" logo.	(1) THE FOLLOWING PROGRAM, "ANOTHER PAGE" IS BROUGHT TO YOU THROUGH PROJECT L.I.F.E. OF SOUTH PLAINS COLLEGE. (2) STAY TUNED FOLLOWING THE PROGRAM FOR INFORMATION ON HOW TO IMPROVE YOUR READING SKILLS.

This announcement was broadcast a total of _____ times at the dates and times coded _____ on our attached invoice number _____, as entered in the station's program log. This announcement was billed to this station's client at a total cost of $_____

_____ NOTARY PUBLIC LUBBOCK COUNTY TEXAS

_____ SIGNATURE OF STATION OFFICIAL (BOOKKEEPER)

DATE 71

KAMC 28 LUBBOCK

McAlister Television Enterprises

KMCC 12 CLOVIS

P.O. BOX 2805 / LUBBOCK, TEXAS 79408

CLIENT: SOUTH PLAINS COLLEGE SCHEDULE: 9-29-87 LENGTH: :60

SOURCE: _____ NUMBER: _____ PRODUCT: CLOSING DISCLAIMER

VIDEO AUDIO

"ANOTHER PAGE" HAS BEEN BROUGHT TO YOU BY..."PROJECT LIFE" OF SOUTH PLAINS COLLEGE. (short pause)

(ARE YOU UNHAPPY WITH) (Would you like to improve) YOUR PRESENT READING ABILITY? MAYBE YOU'RE A WORKING INDIVIDUAL...OR A HOUSEWIFE AND MOTHER...WITH LITTLE EDUCATION. IF SO, "PROJECT LIFE" WAS DESIGNED TO MEET YOUR NEEDS! SOUTH PLAINS COLLEGE IS ROLLING OUT THE RED CARPET...TO MAKE YOU FEEL AT HOME!

omit [~~DON'T LET THE COLLEGE SETTING OF "PROJECT LIFE" INTIMIDATE YOU.~~]

SOUTH PLAINS COLLEGE'S FRIENDLY STAFF AND WARM SURROUNDINGS...WILL PROVIDE YOU WITH A COMFORTABLE,

This announcement was broadcast a total of _____ times at the dates and times coded _____ on our attached invoice number _____, as entered in the station's program log. This announcement was billed to this station's client at a total cost of $_____.

_____ NOTARY PUBLIC LUBBOCK COUNTY TEXAS

_____ SIGNATURE OF STATION OFFICIAL (BOOKKEEPER)

DATE: 72

KAMC 28 LUBBOCK

McAlister Television Enterprises

KMCC 12 CLOVIS

P.O. BOX 2805 / LUBBOCK, TEXAS 79408

CLIENT: SOUTH PLAINS COLLEGE SCHEDULE: PAGE 2 LENGTH: :60

SOURCE: _____ NUMBER: _____ PRODUCT: CLOSING DISCLAIMER

VIDEO

AUDIO

(~~NON-THREATENING~~ friendly & safe) ENVIRONMENT IN WHICH TO LEARN. COME AND HAVE LIFE'S DOORS OPENED TO YOU...DOORS TO HIGHER-PAYING JOBS...HELPING THE KIDS TO LEARN...ENJOYING THE DAILY PAPER! LITERACY IS FOR EVERYONE...AND "PROJECT LIFE" IS NOW OFFERING CLASSES AND SERVICES..FREE OF CHARGE...TO HELP YOU FIND THE SATISFACTION YOU'VE BEEN MISSING. CONTACT "PROJECT LIFE" TODAY! CALL 747-8111 IN LUBBOCK...OR IN LEVELLAND...894-5845.

This announcement was broadcast a total of _____ times at the dates and times coded _____ on our attached invoice number _____, as entered in the station's program log. This announcement was billed to this station's client at a total cost of $_____

_____ NOTARY PUBLIC LUBBOCK COUNTY TEXAS

_____ SIGNATURE OF STATION OFFICIAL (BOOKKEEPER)

DATE: _____

Soap opera format to teach literacy

Television broadcasters and South Plains College will join forces next month in an effort to fight adult illiteracy through a 14-part series that uses a soap opera format to teach adults to read and write.

A $57,643 federal grant to fund the project – called Literacy Is For Everyone (LIFE) – was announced Wednesday by organizers.

It is the only such project in Texas, and was an outgrowth of the findings of a 60-member volunteer committee on illiteracy on the South Plains.

"There are many, many adults in our community who need assistance," said Ronnie Glasscock, dean of the college's Lubbock branch. He noted that embarrassment was a prime roadblock to adults seeking assistance.

Glasscock said an important message he wanted to send to those people was that they were not alone. One of every five Americans cannot read or write well enough to function in everyday life, he said.

Glasscock urged interested adults to call the Lubbock campus at 747-8111 for more information or to enroll in the program.

The program will debut on KAMC-TV on Nov. 8. It will employ 14 half-hour shows, a textbook, and one-on-one instruction at the college's Lubbock campus or Levelland's Carver Center. The grant defrays participants's cost.

Freddye Harrell, with Lubbock Independent School District's Adult Learning Center, said seven certified teachers will aid participants during day and evening reading lesson three times a week.

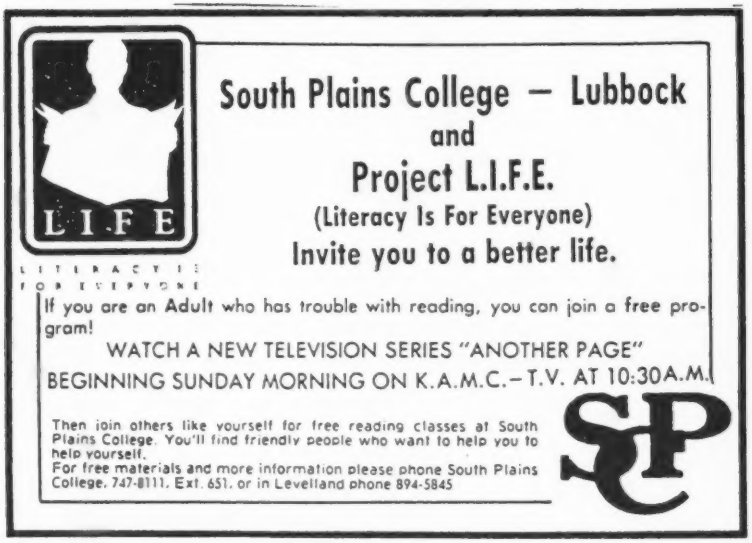
The televised shows will air at 10:30 a.m. on Sundays beginning Nov. 8.

The series also will air weekly, beginning on Nov. 8, at 10 p.m. on Lubbock's public broadcasting channel, KTXT-TV. The Lubbock Independent School District's cable Channel 12 will air episodes at 6:30 p.m. on Monday, Wednesday and Friday for three weeks beginning Nov. 9. South Plains College's cable channel in Levelland will air the segments at 6 p.m., Monday through Thursday beginning on Nov. 9.

74

75

AX


L I F E
LITERACY IS FOR EVERYONE
South Plains College — Lubbock
and
Project L.I.F.E.
(Literacy Is For Everyone)
Invite you to a better life.
If you are an Adult who has trouble with reading, you can join a free program!
WATCH A NEW TELEVISION SERIES "ANOTHER PAGE"
BEGINNING SUNDAY MORNING ON K.A.M.C.– T.V. AT 10:30A.M.
Then join others like yourself for free reading classes at South Plains College. You'll find friendly people who want to help you to help yourself.
For free materials and more information please phone South Plains College, 747-8111, Ext. 651, or in Levelland phone 894-5845
SCP

L I F E
IN A NUTSHELL
DECEMBER, 1987

L I F E IN A NUTSHELL

Literacy Is For Everyone is alive and well at South Plains College-Lubbock. There are 36 students participating in four classes. Two of the classes are using the "Another Page" textbook, while the other classes are utilizing beginning reading skills materials. All classes are using the video, "Another Page," to teach comprehension skills. Instructors are provided through the LISD Adult Learning Center. They are: Gayla Dirks, Virginia Cotten, Carol Collins, and Rosa Beth Robbins. Their hard work and dedication is greatly appreciated!

The Project LIFE staff operates under the guidance of Linda Coronado, who is a Learning Specialist and the Director of the Student Assistance Center at South Plains College-Lubbock. The staff includes: Karen Cooke, Secretary; Lisa Johnson, Reading Specialist; Martin Salazar, Counselor; and Helen Holley, Project Coordinator.

The "Project LIFE" office is housed on the South Plains College-Lubbock campus in Room 305. This location affords the staff an opportunity to utilize reading materials, computers, and audio-visual machines in the Student Assistance Center. Thanks, Linda!!

Lisa Johnson has been especially busy preparing learning modules for the beginning readers. It is a real challenge to find material that will stimulate adult interest and that is written at the beginning reading levels. Once again, the Student Assistance Center has proven to be an invaluable source!

Martin Salazar is preparing for workshops that will be offered to Project LIFE participants. Themes for these workshops will include life skills, employment practices, and personal-family relationships. Martin is also available for individual counseling during the classes.

It is difficult to express in words the many feelings that Project LIFE has afforded us to experience. The looks of fear, embarassment, and desperation that we saw when an adult walked into our office for the first time has made us all deeply aware of the human tragedy involved in illiteracy. We have all come to appreciate our own abilities, and we are dedicated to improving the quality of life for our students.

We invite each of you to visit Project LIFE, and we encourage you to tell others about our program.

Project LIFE

Newsletter
February 1988

It's hard to believe, but we have completed one session of Project LIFE, Literacy Is For Everyone. We are very pleased with our students' dedication. Approximately forty students received an "Outstanding Student Certificate" for completing Session I. At present, fifty-five students have enrolled for Session II, which began February 15.

For Session II, we are offering classes on Monday morning from 9 a.m. to 12 noon, and on Thursday evenings from 6:30-9:30 p.m. Each of these classes has been divided into grade-level sections according to student needs. At this time, Karen Courtney and Carol Collins are teaching on Monday mornings; Virginia Cotten, Rosa Beth Robbins, and Karen Courtney are teaching on Thursday evenings.

Karen Courtney is our new Project LIFE Reading Specialist. She replaces Lisa Johnson, who moved to Dallas. Karen began work the first week of January. We are truly fortunate to have someone of Karen's ability and dedication on our staff.

On January 28, we had our first inservice for volunteers. Four participants attended the session led by Linda Coronado and Martin Salazar. We hope to place volunteers in the classroom so that they can assist the instructors by helping students on a one-to-one basis.

Martin Salazar, Project LIFE counselor, has held two workshops for Project LIFE participants. The first workshop dealt with job-finding skills, and the second workshop dealt with the development of self-concept. Students actively participated in the workshops through role playing and discussion. Martin will be offering various other workshops during Session II.

We, at Project LIFE, have learned a great deal these past three months. We have learned that encouragement, caring and success are important factors in teaching the adult learner. We have witnessed how contagious "progress" can be, and we have shared the excitement of "success." This is truly a rewarding experience.

We extend an open invitation to you to visit Project LIFE. We welcome your support and ideas!

LIFE

LITERACY IS FOR EVERYONE

PROJECT LIFE

NEWSLETTER
APRIL 1988

Happy Spring!!! Many great and exciting things are happening at Project LIFE. Session II was off and running before Session I came to a complete halt. Of the students who were regularly attending classes during Session I, 100% re-enrolled for Session II. Due to extensive television advertising and Martin Salazar's referral visitations, 80 new students enrolled for Session II. A total of 130 students enrolled for Session II.

Classes are offered on Monday morning and Thursday evening. Janice Drake, Coordinator for the Program for Academic Support Services at Texas Tech, has been hired to teach a Thursday night section along with Virginia Cotten, Karen Courtney, and Helen Holley. Carol Collins and Karen Courtney are teaching the Monday morning sections.

Project LIFE students Yeong Kwon and Adolfo Hernandez were honored by the Education Committee of the Chamber of Commerce at a Press Conference on March 21. They received certificates along with other adults who are involved in continuing education.

The Task Force for Project LIFE had their first meeting on March 7. We truly appreciate the time and consideration afforded us by these dedicated individuals.

Currently, the Project LIFE staff is investigating various funding sources for 1988-1989. We feel Project LIFE has been a very successful program and has touched the lives of many South Plains adults who are in need of literacy training.

The Adult Learning Center has graciously invited our students to participate in their recognition ceremony. Students will receive certificates for their attendance at LIFE classes.

Project LIFE welcomes Tom Brown to the South Plains College Campus. The Lubbock Independent School District has created a center to work with dropouts and at-risk students. The center is located in Rooms 314-315 of the Lubbock Campus of SPC. Tom is the coordinator and may be reached at 766-1117. Information regarding programs to complete high school, to obtain a GED, or to obtain other post-secondary training can be secured Monday-Friday from 8 a.m.-5 p.m. from the Dropout Resource/Research Center.

As we begin to review Project LIFE for our final report, we are reminded of the people we have met, the lives we have touched and, hopefully, the difference we have made. Someone once said, "There's nothing like the feeling of accomplishment"--we know!!!!

LIFE

LITERACY IS FOR EVERYONE

APPENDIX D
Personnel and Office Procedures

COORDINATOR-PROJECT LIFE
JOB DESCRIPTION

The Coordinator performs those duties as directed by the Director of Project LIFE.

Specific duties and responsibilities include:

To teach basic literacy skills to adults reading at the PP to 8.0 grade levels if deemed necessary

To assist with coordination of volunteer training

To maintain documentation as required

To plan and implement in-service activities for the instructors

To provide assistance to the Director as requested

To develop and identify materials

To assist with the enrollment of participants into the program

To assist with assessment

To coordinate scheduling of classes

To oversee the operation of Project LIFE office

To insure availability of materials and equipment for instructors

To assist with interviews of Project LIFE personnel

To assist with writing the final project report

Qualifications:

Master's degree in reading or related field preferred

Reading specialty at a bachelor's level minimum

Knowledge of beginning reading process - phonics, word attack

Experience with adults and remedial education

Willing to work flexible hours

Experience in personnel management techniques

INSTRUCTORS-PROJECT LIFE
JOB DESCRIPTION

Specific duties and responsibilities include:

Places each student in instructional materials suitable for his/her level

Evaluates student progress and adjusts student's program as needed. Shares evaluative information with the students.

Has knowledge of materials, equipment, and adult methodology so that assistance can be given each student on an individualized basis

Recognizes responsibility for the recruitment and retention of students

Maintains proper records

Makes recommendations relative to improvement of the program and student needs

Maintains positive and encouraging attitude about the program with students, other staff members, and the public

Participates in in-service activities

Qualifications:

Bachelor's degree in Elementary or Secondary Education

Experience teaching beginning reading skills

Experience with adults and remedial education

Willing to work flexible hours

Knowledge of ESL techniques

READING SPECIALIST-PROJECT LIFE
JOB DESCRIPTION

The Reading Specialist performs those duties as directed by the Coordinator of Project LIFE and the Coordinator of the Student Assistance Center.

Specific duties and responsibilities include:

To teach basic literacy skills to adults reading at the PP to 8.0 grade levels

To assist with participant orientation to Project LIFE

To tutor participants needing additional assistance

To maintain documentation as required

To participate in in-service activities

To refer students to appropriate support services

To provide assistance to the Coordinator as requested

To develop instructional materials

Qualifications:

Master's degree in reading or related field preferred

Reading specialty at a bachelor's level minimum

Knowledge of ESL techniques

Knowledge of beginning reading process - phonics, word attack

Experience with adults and remedial education

Willing to work flexible hours

Fluency in Spanish and English preferred

COUNSELOR-PROJECT LIFE
JOB DESCRIPTION

The Counselor performs those duties as directed by the Coordinator of Project LIFE and the Coordinator of the Student Assistance Center.

Specific duties and responsibilities include:

To assist with the enrollment of participants into the program

To plan and conduct orientation activities for participants

To assist with assessment

To provide personal counseling

To asssist in the maintenance of documentation

To provide career exploration and employment related activities

To assist students in utilizing social and human service agencies

To assist with other duties as assigned by the project coordinator

To assist with scheduling of classes

Qualifications;

Master's degree in counseling or related field preferred

Experience with adults in a teaching-learning setting

Experience with adult literacy programs desired

Willing to work flexible hours

Fluency in Spanish and English preferred

PROJECT LIFE

Teacher:

Class Time:

Student Name:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	

LIFE
LITERACY IS FOR EVERYONE

PROJECT LIFE
SESSION I
INTAKE STATISTICS

1. Male or Female? Male . . . 58
Female . . 55

2. How did you learn about Project LIFE?

TV	16
Radio	2
Newspaper	5
Referral	53
TV or Radio	40
Brochure	1
Info in Mail	1

3. How many years of education did you complete?

Grades 1-3	2
Grades 4-6	18
Grades 7-9	31
Grades 10-12	60
N/A	2

4. What is your age range?

15-21	13
22-30	0
31-45	52
46-59	9

5. What is your ethnic origin?

White	23
Black	23
Hispanic/Spanish	55
American Indian	0
Asian/ Pacific Islander	8
Other	4

6. Are you presently unemployed and looking for work?

Yes	49
No	60
Not recorded	4

SOUTH PLAINS COLLEGE
AT LUBBOCK

LIFE
LITERACY IS FOR EVERYONE

PROJECT LIFE
SESSION II
INTAKE STATISTICS

1. Male or Female?

Male	70
Female	65

2. How did you learn about Project LIFE?

TV	63
Radio	1
Employer	3
Family or Friends	27
Other (includes referrals from public service agencies, counselors, teachers, etc.)	44

3. How many years of education did you complete?

Grades 1-3	4
Grades 4-6	16
Grades 7-9	34
Grades 10-12	82
N/A	4

4. What is your age range?

15-21	11
22-30	48
31-45	60
46-59	14
60+	1

5. What is your ethnic origin?

White	40
Black	37
Hispanic/Spanish	56
Asian/Pacific Islander	12
Other	3

6. Are you employed?

Employed	78
Unemployed	59
Not recorded	3

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SOUTH PLAINS COLLEGE

AT LUBBOCK

LIFE

LITERACY IS FOR EVERYONE

PROJECT LIFE UPDATE
October 15 thru February 13

1.	Total Number of Calls	142
2.	Total Number of Intakes	117
3.	Total Number Enrolled	117
4.	Students Testing Below 5 (San Diego Quick Test)*	76
5.	Students Testing 5+ (San Diego Quick Test)	40
6.	Number of Follow-Up Calls	
7.	Class Attendance	

Instructor	1	2	3	4	5	6	7	8	9	10	11	12	Average Class Attendance Per Instructor
G. Dirks	6	10	7	7	5	*	2	3	7	5	4	14	6
C. Collins	6	7	7	9	5	*	4	6	8	7	2	4	6
V. Cotten	17	22	**	18	20	18	12	23	24	23	23	22	20
R. B. Robbins	6	6	**	4	4	***	1	4	2	2	*	1	3

* Canceled due to snow
** Thanksgiving Holidays
*** No Class

* One person did not take the San Diego Quick Test.

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SOUTH PLAINS COLLEGE

AT LUBBOCK

LIFE

LITERACY IS FOR EVERYONE

PROJECT LIFE UPDATE
February 13 thru May 20, 1988

1. Total Number of Calls 71
2. Total Number Re-enrolled 51
3. Total Number Enrolled 137
4. Total Number of Intakes 86
5. Students Testing Below 5 (San Diego Quick Test) 96
6. Students Testing 5+ (San Diego Quick Test) 41
7. Class Enrollment and Attendance

	Week #												
Instructor	1	2	3	4	5	6	7	8	9	10	11	12	13
K. Courtney (Mon)	5	8	11	8	7	7	5	8	7	7	6	6	4
C. Collins	9	8	14	8	8	9	10	8	8	6	10	8	7
V. Cotten	11	20	9	7	8	10	7	7	9	10	7	6	8
K. Courtney (Thurs)	18	19	10	11	14	11	12	15	10	10	12	10	10
H. Holley	13	13	13	9	11	10	12	10	10	6	10	11	11
J. Drake			10	10	8	7	13	8	8	8	7	6	9
Weekly Totals:	56	68	67	53	56	54	59	56	52	47	52	47	49

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APPENDIX E
Inservice Materials

SOUTH PLAINS COLLEGE

AT LUBBOCK

October 12, 1987

Dear Inservice Participant:

We would like to welcome you to Project LIFE. We are very excited about this project and are ready to move forward with our inservice program. It is scheduled for Saturday, October 24, from 9:00 a.m. - 3:00 p.m. on the Lubbock Campus of South Plains College.

Enclosed you will find the inservice agenda. As you can see, we have a great deal of information to share with each of you.

We are looking forward to meeting with you and sharing our enthusiasm for LIFE!

Sincerely,

Linda Coronado

Linda Coronado
Director
Project LIFE

Helen Holley

Helen Holley
Coordinator
Project LIFE

enclosures

1302 MAIN, LUBBOCK, TEXAS 79401-3298
806/747-0576 – 747-8111

OUTLINE: PROJECT LIFE
FACULTY AND STAFF INSERVICE
1302 MAIN
SOUTH PLAINS COLLEGE
LUBBOCK CAMPUS
SEVENTH FLOOR

8:45- 9:00 COFFEE AND DONUTS
7th floor conference room

9:00- 9:15 Welcome and Introductions
South Plains College
1. Dean Glasscock
2. Dean Hill
Project LIFE staff
1. Linda Coronado
2. Helen Holley

9:15- 9:30 Icebreaker

9:30-10:00 Overview: Issues About Literacy

Decoding Game (10 min.)
Excerpts from Teleconference (10 min.)
1. The Urgency of the Literacy Problem for Our Country's Workforce
2. Facts about Illiteracy in America
Project LIFE (10 min.)
1. History
2. Goals
3. Role of instructor

10:00-10:35 Thumbnail Investigation--5 ideas about literacy

10:35-10:45 BREAK

10:45-12:00 Preview: Another Page
1. View Program
2. Textbooks
3. Model Lesson Plan

12:00- 1:00 LUNCH
You may visit the display of materials at the Student Assistance Center (Room 304) during this time.

1:00- 1:20 Nuts and Bolts (Operational Considerations)
Room 305(SAC) Adult Learning Center

1. Payroll
2. Absenteeism
3. Sign-in policy
4. Time Cards

1:20- 1:45 South Plains College--Linda Coronado

1. Key Personnel
2. Parking
3. Building Use Policy
4. Location of Classes
5. Reporting Procedures
6. Calendar

1:45- 2:30 Assessment

San Diego Quick Test
Informal Reading Inventory
Intake Forms
Periodic Assessment

2:30- 2:45 Support Systems

1. Student Assistance Center
2. Counseling Staff
3. Adult Learning Center

2:45- 3:00 Display of materials in Student Assistance Center

EVALUATION FORM
PROJECT LIFE INSERVICE

Please rate the following topics which were presented to you during the LIFE Inservice. Circle one.

Overview: Issues About Literacy	Poor	Fair	Good	Very Good	Excellent
Preview: "Another Page"	Poor	Fair	Good	Very Good	Excellent
Assessment	Poor	Fair	Good	Very Good	Excellent
Display of Materials	Poor	Fair	Good	Very Good	Excellent
Your Overall Rating of Inservice	Poor	Fair	Good	Very Good	Excellent

What part of the inservice was most valuable to you? _____

_____

_____

Least valuable? _____

_____

_____

Comments: _____

_____

_____

APPENDIX F
Intake Procedures

TELEPHONE LOG

TE	TIME	NAME	PHONE	REFERRAL

PROJECT LIFE

INITIAL REFERRAL FORM

DATE: _____

REFERRAL TAKEN BY: _____

NAME: _____

PHONE NUMBER: _____

ADDRESS: _____

REFERRED BY: _____

GRADE COMPLETED: _____

HAVE YOU SEEN "ANOTHER PAGE"? _____ WHICH CHANNEL? _____

WHAT ARE YOUR IMMEDIATE READING NEEDS? _____

_____

_____

WHAT WOULD BE THE BEST TIME FOR YOU TO ATTEND CLASS? _____

APPOINTMENT TIME: _____

ADDITIONAL COMMENTS:

REVISED FORM 2/3/88

Date_____

PROJECT LIFE STUDENT INTAKE DOCUMENT

1. Name (Mr./Mrs./Ms.) _____ Male Female

2. Social Security Number _____

3. Address _____

4. Telephone Number (if available) _____

   a. In case of emergency, who should we contact? _____

   _____ Phone _____

5. How did you learn about Project LIFE?

   ____ television program/advertisement
   ____ radio program/advertisement
   ____ newspaper
   ____ family or friends
   ____ referred by employer
   ____ other. Specify _____

6. What primary purpose(s) do you have for improving your reading skills? (Mark each line Y or N.)

   ____ to help my children with their homework
   ____ to read business mail/items addressed to me
   ____ for help when I go shopping
   ____ to take the U.S. citizenship test
   ____ for help in my present job
   ____ to get a better job
   ____ to enroll in school
   ____ to be able to vote
   ____ for personal satisfaction
   ____ to take the GED test
   ____ to get a job
   ____ to establish legal residency
   ____ to go to college
   ____ to assist with vocational training

7. What do you feel are your educational needs?

   _____

   _____

   _____

8. What is the best time for you to take a literacy class?

What time in the mornings?_____ Afternoons?_____
Evenings?_____

9. Have you ever attended classes in other reading programs?
____ No ____ Yes. If yes, indicate where_____
how long?_____

10. How long has it been since you attended school?

____ 1-5 yrs ____ 6-10 yrs ____11-15 yrs ____16-20 yrs

11. How many years of education did you complete?

____ 1-3 yrs ____4-6 yrs ____7-9 yrs ____10-12 yrs

12. What is your age? _____ Date of birth? _____

13. What is your ethnic origin?

_____ White
_____ Black
_____ Hispanic/Spanish Origin
_____ American Indian
_____ Asian/Pacific Islander
_____ Other

14. Are you married? _____ Number of children _____
Size of household _____

15. Are you employed? _____ Unemployed? _____

If employed, where are you employed? _____

What type of work do you perform? _____
Work phone _____

16. Would you be willing to furnish Project LIFE with additional personal information and documentation necessary for Project LIFE to meet the requirements of one of the grants which provides funds to purchase instructional materials, books, and supplies?

_____ Yes _____ No

17a. What path do you see yourself following?

____ Reading only
____ Reading--Vocational interest
____ Reading--GED
____ ESL
____ Reading--Academic
____ High School
____ College
____ both

17b. What is your career goal? _____
If not sure, are you interested in exploring some vocational options?

____ Yes ____ No ____ Maybe later

If yes, name three vocations that have interested you.

_____

_____

_____

18. Number of children in your household under 6 years old ____

19. Is there anything else that you would like to tell us about your past educational or reading experience that would help us to determine your current needs?

_____

_____

20. Reading grade level from San Diego Quick Test _____

21. Did you ever repeat a grade?

____ No ____Yes. If yes, what grade(s)? _____

22. Did you ever attend special classes or receive additional tutoring when you were in school?

____ Yes ____ No

23. If you were unable to complete high school, what were the reasons?

____ Too difficult
____ Family circumstances
____ Needed to work
____ Frustration
____ Transient family life
____ Other

APPENDIX G
Class Format

Class Schedules

for

Project: LIFE
Session I

Day & Time	Room No.	Instructor
Monday 9-12	Rm. 504 (24)	Gayla Dirks
Monday 6:30-9:30	Rm. 405 (30)	Carol Collins
Thursday 6:30-9:30	Rm. 504 (24)	Allison Basek
Saturday 9-12	Rm. 601 (50)	Rosa Beth Robbins
Alternate		
Monday 9-12	Rm. 408 (12)	Yolanda Moore
Monday 6:30-9:30	Rm. 504 (24)	Virginia Cotten
Thursday 9-12	Rm. 504 (24)	Yolanda Moore
Thursday 6:30-9:30	Rm. 408 (12)	
Saturday 9-12	Rm. 604 (15)	Virginia Cotten

PROJECT LIFE

CLASS SCHEDULE
SESSION 2

DAY & TIME	ROOM #	INSTRUCTOR
MON 9-12	408	KAREN COURTNEY
	313	CAROL COLLINS
THURS 6:30-9:30	604	VIRGINIA COTTEN
	413	KAREN COURTNEY
	202	ROSA BETH ROBBINS
	408	JANICE DRAKE

Martin Salazar, Counselor, can be reached at X651

SUGGESTED LESSON PLAN

ANOTHER PAGE

UNIT NO.

A. LOOKING AHEAD

1. Discussion of lesson
2. Vocabulary preview
3. View Segment 1 of videotape

B. FROM THINKING TO READING

1. Discussion
2. Reading and answering questions
   (This may be done as a group or as an individualized lesson)
3. View Segment 2 of videotape

C. COMPREHENSION SKILLS

1. Discussion
2. Explanation
3. Questions (this may be done as an individualized or group activity)
4. View Segment 3 of videotape

D. LOOKING BACK

1. Discussion
2. Skills check

ANOTHER PAGE PROGRESS SHEET

NAME: INSTRUCTOR:

CLASS: ENTRY LEVEL:

	COMMENTS	CHAPTER REVIEW	SUPPORT MATERIALS
UNIT I			
UNIT II			
UNIT III			
CLOZE			
UNIT IV			
UNIT V			
UNIT VI			
CLOZE			
UNIT VII			
UNIT VIII			
UNIT IX			
CLOZE			
UNIT X			
UNIT XI			
UNIT XII			

	COMMENTS	CHAPTER REVIEW	SUPPORT MATERIALS
CLOZE			
UNIT XIII			
UNIT XIV			
CLOZE			

ADDITIONAL REMARKS:

RECOMMENDATIONS:

INDIVIDUALIZED TASK FORM

NAME & DATE:

Task Started-Make "X"	TASK	Task Done--Make "X"	TEACHER COMMENTS
	Long and Short Vowels		
	Plurals and Possessives		
	Compound Words		
	Endings/Contractions		
	Syllabication Accents		
	Sight Words		
	Prefixes		
	Suffixes		
	Synonyms/Antonyms		
	Multiple Meanings		
	Cloze Procedures		

PROJECT LIFE

INDIVIDUALIZED TASK FORM

NAME & DATE:

Task Started--Make "X"	TASK	Task Done--Make "X"	TEACHER COMMENTS

THE SAN DIEGO QUICK ASSESSMENT

PRE-PRIMER	PRIMER	1	2	3
see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	explained
go	help	how	sand	several
and	is	always	wide	lonely
lock	work	night	believe	draw
can	are	spring	quietly	since
here	this	today	carefully	straight

4	5	6	7
decided	scanty	bridge	amber
served	certainly	commercial	dominion
amazed	develop	abolish	sundry
silent	considered	trucker	capillary
wracked	discussed	apparatus	impetuous
improved	behaved	elementary	blight
certainly	splendid	comment	wrest
entered	acquainted	necessity	enumerate
realized	escaped	gallery	daunted
interrupted	grim	relativity	condescend

8	9	10	11
capacious	conscientious	zany	galore
limitation	isolation	nausea	rotunda
pretext	molecule	gratuitous	capitalism
intrigue	ritual	linear	prevaricate
delusion	momentous	inept	risible
immaculate	vulnerable	legality	exonerate
ascent	kinship	aspen	superannuate
acrid	conservatism	amnesty	luxuriate
binocular	jaunty	jerkin	piebald
embankment	inventive	barometer	crunch

INSTRUCTIONS: Type out each list on a separate index card. Begin at least two years below a student's estimated reading level. Have student read until he misses at least three words in a list.

INDEPENDENT READING LEVEL - No more than one word wrong on that list.

INSTRUCTIONAL READING LEVEL - No more than two errors on that list.

FRUSTRATION LEVEL - Three or more errors on that list.

SOURCE: Margaret LaPrey and Ramon Ross, "The Graded Word List: Quick Guage of Reading Ability, "Journal of Reading (January, 1969): 305-307.

CLOZE PROCEDURE

FILL IN EACH BLANK WITH THE APPROPRIATE WORD FROM THE LIST ON PAGE TWO.

PASSAGE A

At one time, only rich people could afford home burglar alarms, and professionals were needed to install them. Today, it is _____ to buy a do-it-yourself _____ system for less than _____ hundred dollars--a mere _____ of the cost of the _____ installed systems. These alarms _____ by sounding a loud _____ when they sense that a _____ is present. The _____ is so loud that it will _____ away the _____ burglar and warn you, and your _____ of the possible _____.

PASSAGE B

I hereby authorize the County National Bank to investigate any of the financial information on this application. I authorize the County _____ Bank to investigate any _____ references I have given or _____ hereafter give to the _____ National Bank. I also _____ the County National Bank to _____ any statement or other _____ obtained from any person _____ to my credit or _____ history.

PASSAGE C

The manufacturer is not responsible for damages caused by abuse, mishandling, neglect, accident, or fire. The manufacturer is not _____ for damages that result _____ service by anyone other ____ the manufacturer or an _____ dealer or service center. If _____ result from a part or _____ that are supplied by _____ other than the manufacturer or an _____ dealer or service center, the manufacturer shall not be _____ responsible for these damages.

111

PASSAGE C

The manufacturer is not responsible for damages caused by abuse, mishandling, neglect, accident, or fire. The manufacturer is not _____ for damages that result _____ service by anyone other _____ the manufacturer of an _____ dealer or service center. If _____ result from a part or _____ that are supplied by _____ other than the manufacturer or an _____ dealer or service center, the manufacturer shall not be _____ responsible for these damages.

sound	may
National	responsible
County	alarm
fraction	burglar
typical	held
data	credit
authorized	from
noise	scare
professionally	financial
possible	one
danger	work
investigate	neighbors
authorize	than
credit	

x

CLOZE PROCEDURE

FILL IN EACH BLANK WITH THE APPROPRIATE WORD FROM THE LIST ON PAGE TWO.

PASSAGE A

This appliance is warranted against defects in materials or workmanship for a full one year from the date of purchase.

During the warranty period this _____ will be repaired or _____ at Ranchlight's _____, at no cost to you.

In the event of a (_____) product defect, please _____ the product to the _____ authorized service station listed on the _____ side of this warranty (or _____ in your local yellow _____ for your nearest _____ Ranch light Service Station).

This warranty does not apply in cases if abuse, mishandling, unauthorized repair, or commercial use.

PASSAGE B

According to the Poison Prevention Act of 1970, all of the special child-resistant containers that are used for dangerous household products and medicines must be designed in the same way. These containers must be _____ so that most _____ under five will not be able to open the _____, but most adults must be able to use the _____ easily. The container must be sufficiently difficult to be opened that it cannot be opened by 80 percent of children under five but must allow access to at least 90 percent of adults, who must be able to open and properly close the container.

PASSAGE C

Walk through your main fire escape route several times. Try it in the _____ or with eyes closed. _____ the number of steps _____ obstacles or turns. If a _____ of furniture keeps getting _____ the way, move it to _____ a path.

Plan _____ ways of escape from _____ room. If the main _____-_____ were blocked by fire or _____ smoke, how would each _____ member get out? If bedroom windows are too high for safe jumping, you should buy a rope or chain escape ladders to keep at a window in each bedroom.

family	route	look
product	warranted	between
package	packaging	reverse
alternate	clear	deliver
replaced	children	dark
designed	authorized	piece
option	in	nearest
each	pages	
impenetrable	memorize	

READING 1600

I. Make the following words plural.

(more than one) cat-cats

1. dog _____
2. duck _____
3. number _____
4. family _____
5. lady _____
6. city _____
7. knife _____
8. wife _____
9. leaf _____
10. hoof _____

II. Make the following words possessive.

(someone owns something) family-family's

1. member _____
2. school _____
3. wife _____
4. lady _____
5. nation _____

III. Write contractions for the words below.

did not - didn't

1. I am _____
2. I will _____
3. cannot _____
4. they will _____

IV. Add "ed" to the following words to make them past tense.

use - used

1. place _____
2. state _____
3. like _____
4. time _____
5. help _____

V. Add "ing" to the following words to make them present tense. work - working

1. do _____
2. look _____
3. make _____
4. come _____
5. take _____

VI. Add "er" and "est" to the following words: high-higher-highest

1. small _____ _____
2. old _____ _____
3. little _____ _____
4. young _____ _____
5. tall _____ _____

VII. Divide the following words into syllables: human - hu/man

1. over _____
2. candle _____
3. matter _____
4. information _____
5. several _____

VIII. The following are compound words. Write the words which make it compound however - how ever

1. everyone _____ _____
2. someone _____ _____
3. homemade _____ _____
4. anything _____ _____
5. outside _____ _____

IX. Identify the vowel sound heard in each word.
pot - short o

1. hat _____
2. hate _____
3. so _____
4. son _____
5. hen _____
6. he _____
7. fun _____
8. cute _____
9. hit _____
10. pie _____

In "about" which vowel has the "schwa" sound? ("uh")

READING 2100

Add prefixes to the following words to make new words.

kind _____

clear _____

call _____

take _____

part _____

form _____

frost _____

honest _____

plant _____

happy _____

paid _____

divide _____

circle _____

graduate _____

action _____

cycle _____

angle _____

stop _____

Add suffixes to the following words to make new words.

long _____

old _____

eye _____

pig _____

child _____

allow _____

educate _____

govern _____

excite _____

good _____

fertile _____

impossible _____

thank _____

harm _____

danger _____

poison _____

enjoy _____

agree _____

logic _____

help _____

perfect _____

Name_____

Teacher_____

READING INTERESTS, ATTITUDES, AND HABITS

This inventory is intended to gather information about your present reading interests, attitudes, and habits. Your answers should reflect your actual beliefs and practices. Answer in terms of what you now believe and do, not what you hope to do or wish you could do. The questions should be answered by circling one of the following:

Y	(Yes)	You agree with the statement, believe it is true, or usually do this.
N	(No)	You disagree with the statement, don't believe it is true, or do not usually do this.
ST	(Sometimes)	At some times you feel this statement is true, or you sometimes do this.
?	(Not sure)	You are not sure whether you agree or disagree, are not sure whether the statement is right or wrong, or are not sure that you do this.

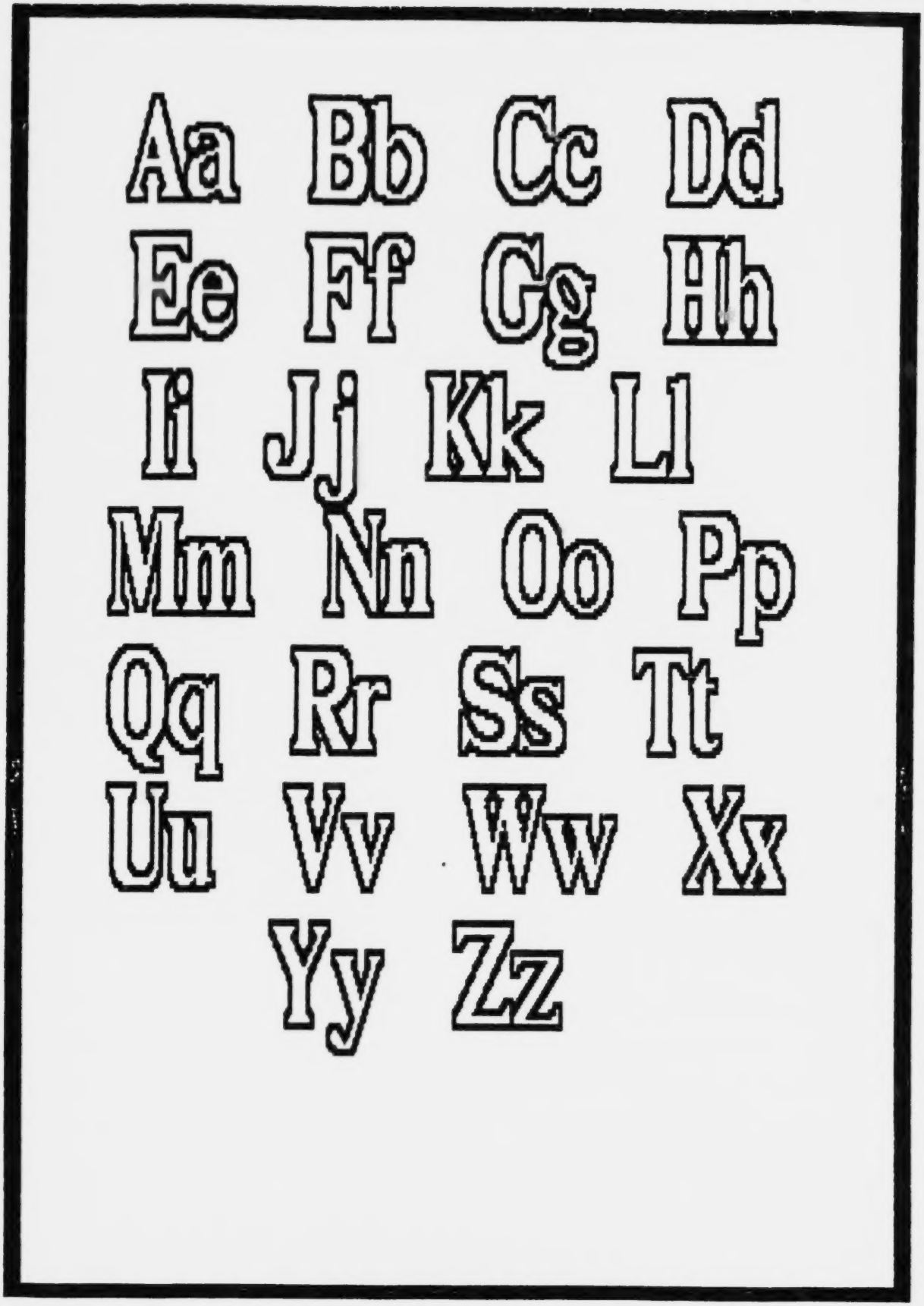
READER'S INVENTORY

1.	I discuss books and articles I have read with friends.	Y	N	ST
2.	Do you need to read?	Y	N	ST
3.	Sometimes you can find the meaning of an unknown word by continuing to read.	Y	N	ST
4.	I have some books at home.	Y	N	?
5.	I read more slowly than most people that I know.	Y	N	?
6.	Do you like to read?	Y	N	ST
7.	A good way to build vocabulary is to read a great deal.	Y	N	?
8.	Reading causes stress.	Y	N	?

9.	I need to learn to read for different purposes.	Y	N	?
10.	My Project LIFE reading teacher cares about me.	Y	N	ST
11.	I find it difficult to understand material that does not interest me.	Y	N	ST
12.	I enjoyed the video.	Y	N	?
13.	Reading is an important part of my life.	Y	N	?
14.	The "Another Page" textbooks were useful.	Y	N	ST
15.	I feel that my comprehension can be improved.	Y	N	?
16.	I practice my reading skills at home.	Y	N	ST
17.	Faster readers usually have better comprehension than slower readers.	Y	N	ST
18.	The class hand-outs help me to understand.	Y	N	ST
19.	I enjoy many different types of reading materials.	Y	N	ST
20.	I like to have workbooks that I can take home.	Y	N	ST
21.	If I find a book difficult, I put it aside.	Y	N	ST
22.	I like to show others what I have learned in class.	Y	N	ST
23.	If I find a book easy, I put it aside.	Y	N	ST
24.	I found the information from the workshops helpful.	Y	N	ST
25.	Special workshops should be held during class time.	Y	N	ST
26.	If I find a book boring, I put it aside.	Y	N	ST
27.	I would encourage others to enroll in Project LIFE.	Y	N	ST
28.	When I have more leisure time, I find that I do more reading.	Y	N	ST
29.	I subscribe to or read regularly more than one weekly or monthly magazine.	Y	N	ST
30.	I have many books at home.	Y	N	
31.	I read at least one daily newspaper.	Y	N	ST

32.	When I encounter a new word, I always try to sound it out.	Y	N	?
33.	If I have a choice, I will usually rather read than watch television.	Y	N	
34.	I usually consult a dictionary for the meanings of words I don't know.	Y	N	
35.	I own a library card.	Y	N	
36.	I have difficulty remembering what I read.	Y	N	ST
37.	If I want to understand something thoroughly, I have to read it over and over.	Y	N	ST
38.	When I encounter a word I don't know, I immediately write it down so that I can look it up.	Y	N	ST
39.	During the last three months, I have read more than three books.	Y	N	
40.	I regularly borrow books from a lending library.	Y	N	
41.	When I start to read a good story, I find it difficult to put down.	Y	N	ST
42.	At times, I have to force myself to read.	Y	N	?
43.	I have no books at home.	Y	N	

APPENDIX H
Instructional Materials


Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww Xx
Yy Zz

Name _____

Short Vowel Word Families
(A Beginning)

ab	ack	ag	ap	at
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

en	et	ell	elt	end
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

id	ig	im	ip	ill
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Short Vowel Word Families
(A Beginning)
p. 2

ob	od	op	ot	ock
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

ub	ug	um	un	ut
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Words 1-25

the

of

and

a

to

in

is

you

that

it

he

was

for

on

are

as

with

his

they

I

at

be

this

have

from

Sentence Combining
Lesson 1

1. He will do it.
   She will do it.

2. He had one.
   She had one.

3. He can use it.
   She can use it.

4. He will go out.
   She will go out.

5. The first dog is mine.
   The first cat is mine.

6. Bob could go with me.
   Shelly could go with me.

7. Bill can find the long way home
   Beth can find the long way home.

8. Bob could use a new car.
   Ed could use a new car.
   Ann could use a new car.

9. Joe had a great time.
   Will had a great time.
   Jen had a great time.

10. Rose got water for her.
    Bill got water for her.
    Pat got water for her.

11. Ben came the long way.
    Sue came the long way.
    Beth came the long way.

12. Mom got a new number.
    Dad got a new number.
    Those other people got a new number.

13. Sue and the other girl will write

14. Ann and Bob said their can was new.

15. Ed, Sue, and Bill did not know the new word.

16. Tom, Jim, and Jill have no time left.

ROOT WORDS

DIRECTIONS: Circle the root or base word below.

plays	helped	neatness	thankful
jumped	learning	loudest	painful
picking	cooks	quickly	hopeless
cleans	sicker	careless	kindness
smaller	coldest	useful	homeless

DIRECTIONS: Circle the root or base word below.

started	opening	lifts	makes
washed	cleaned	picked	burns
spelling	stacked	caps	cooking
dressed	hats		

COMPOUND WORDS

DIRECTIONS: Circle the word parts below.

oatmeal	teacup
crossroads	blackbird
classroom	snowslide
snapshot	springtime
storeroom	snowdrop
grandson	popcorn
pitchfork	gingerbread
doghouse	hummingbird
hotdog	baseball
windmill	snowman
typewriter	cartwheel
storeroom	lightbulb
warehouse	maybe

WORD FAMILIES

Underline the words from the family at the left. Read each sentence slowly to yourself.

__all 1. The ball will fall off the wall.

__at 2. The fat cat wore a hat while we sat and had a chat.

__it 3. The man had a fit when he was bit by a pit bull.

__an 4. The man with the tan fan ran faster than Dan.

__ill 5. Jill was ill so her mom gave her a pill for her chill.

__et 6. Do not let the wet pet in the house yet.

__ell 7. The shell fell down into the well.

__ay 8. Did you say that this cow may eat the hay.

__ake 9. The news said the quake will make the homes shake near the lake.

__ook 10. She did not look as he shook the cook book in the nook.

__ing 11. Please ring the bell when you bring the king.

__ack 12. Put the food in the sack back on this track.

__in 13. Pin the thin fish fin to the mat.

__ish 14. I wish we did not eat fish on this dish.

__ight 15. At night it is hard to sight light on the right of this road.

Name_____

Alphabetical Order

The most important thing you'll need to know in order to find and use sources of information is how alphabetical order works.

When something is in alphabetical order, it means that it is arranged according to the letters of the alphabet:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

When something is in alphabetical order, words that begin with the letter A are listed before words that begin with the letter B since A comes before B in the alphabet. Words that begin with the letter G are listed before words that begin with the letter M since the letter G comes before the letter M in the alphabet.

Arrange the following words in alphabetical order:

beef _____

fish _____

cheese _____

apples _____

deer _____

egg _____

The correct alphabetical arrangement is: apples, beef, cheese, deer, egg, fish. A comes before B, B comes before C, C comes before D, and so on. Let's try another example below.

Arrange these words in alphabetical order:

yak _____

bird _____

horse _____

cow _____

ox _____

zebra _____

The correct alphabetical arrangement for this group of words is: bird, cow, horse, ox, yak, zebra. B comes before C, C comes before H, H comes before O, etc., etc.

If more than one word in a list begins with the same letter, look at the second letter of these words. The second letter determines the order of the words when the words begin with the same letter. For example, mitt would come before muss because I comes before U in the alphabet. Sand would come before stand because A comes before T in the alphabet. Let's practice below by arranging these words in alphabetical order:

better _____

barber _____

broom _____

bitter _____

butter _____

bottom _____

The correct order is barber, better, bitter, bottom, broom, butter.

Remember, you only look at the second letter if the first letters are the same. If both the first and the second letters are the same, you must look at the third letter and so on. For example, salads would come before sauces because L comes before U in the alphabet. Souffles would come before soups because the first three letters of these words are the same, and the fourth letter of souffles, F, comes before the fourth letter of soups, P.

Arrange the words below in alphabetical order:

cookies _____

cereals _____

shellfish _____

cakes _____

vegetables _____

poultry _____

sauces _____

fruits _____

meat _____

salads _____

The correct alphabetical arrangement for this final group of words is: cakes, cereal, cookies, fruits, meat, poultry, salads, sauces, shellfish, vegetables.

x

Pat's Thanksgiving Day

by Pat Justus

November 30, 1987

"I didn't have turkey for Thanksgiving. I just stayed home and ate balogna sandwiches," said Pat. "I also had some potato chips."

"I watched football until 3:00. I can't even remember the teams I watched. Then I watched Gulliver's Travels. It was good because the little people thought they could keep Gulliver down on the ground. Gulliver blew them away; he got back up and told them he wouldn't hurt them, that he was their friend."

"Then I went over to Fran's mom's house to see them for a few minutes. Her sister and her brotherinlaw were there. Fran came over at 6:30. We played poker. They got mad at me because I kept on winning. We were playing for money. Then we had to take Nan home. Then me and Fran went home."

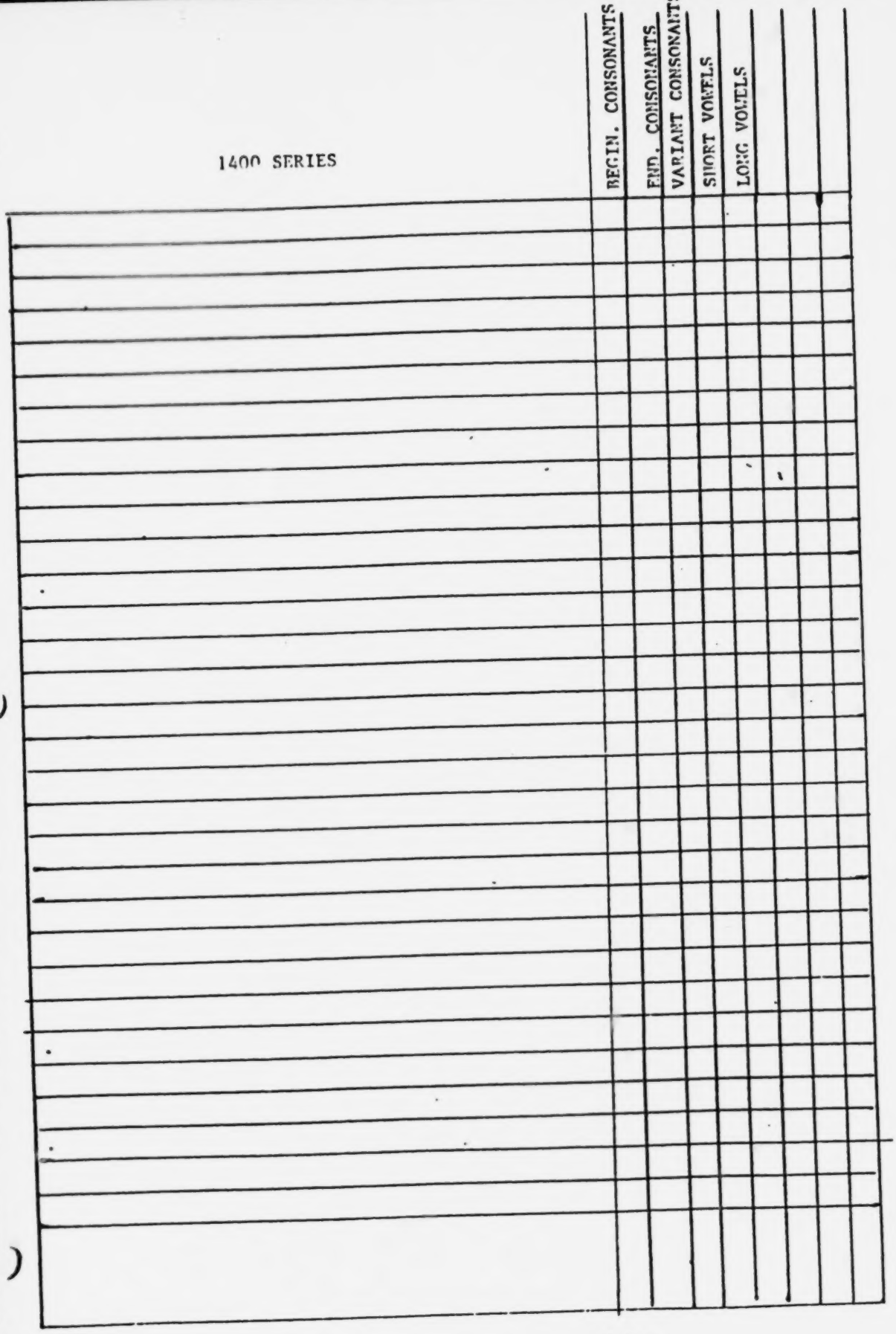
Tony's Thanksgiving Day
by Tony Hernandez
November 30, 1987

Tony said, "I watched football games on TV. That's all I watched."

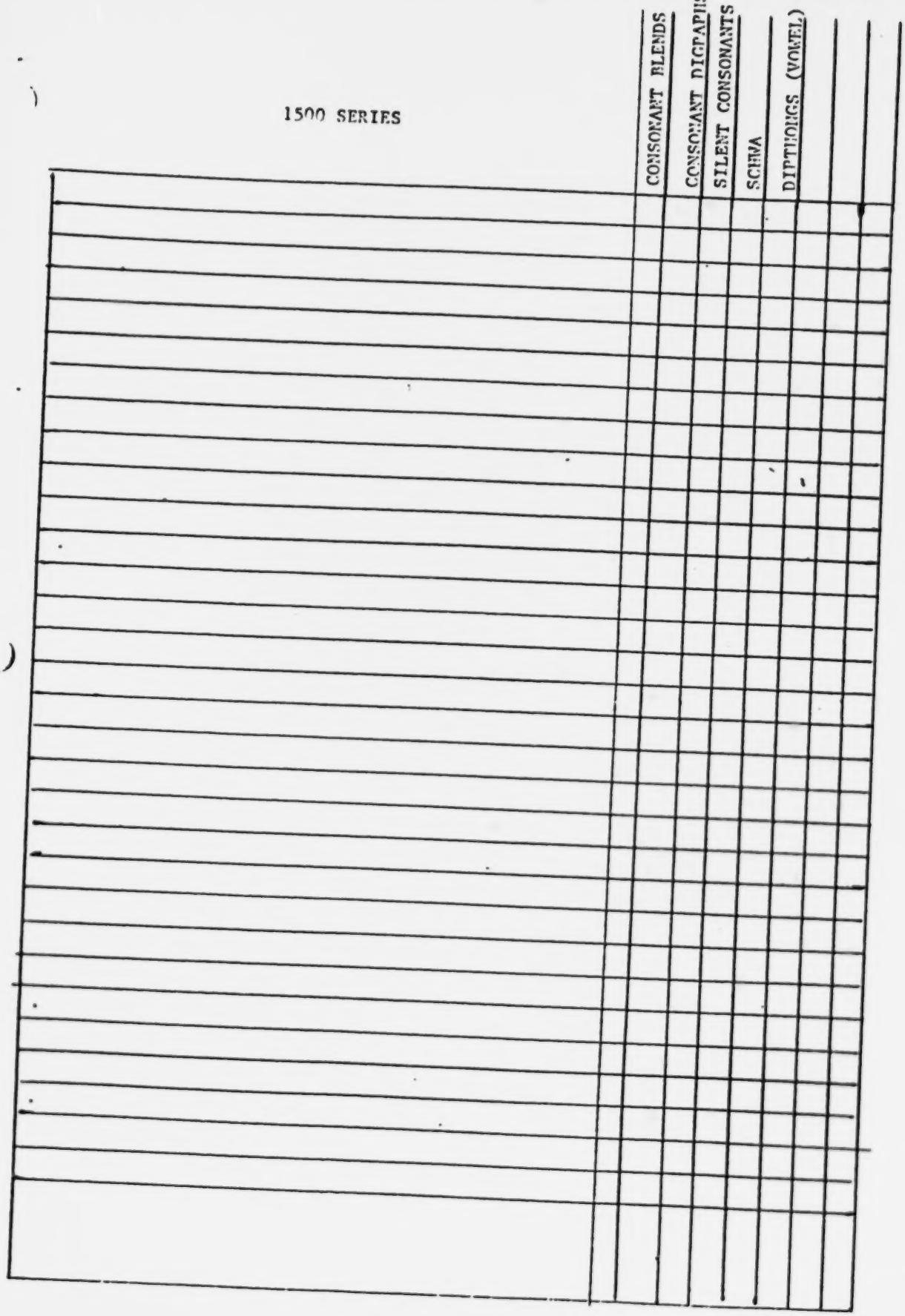
Tony added, "I had a Thanksgiving dinner with ham. About eleven people were there at my mother-in-law's house. She had pumpkin pie, but I don't like pumpkin pie."

"After dinner, we played poker. We were betting money and I broke even."

1400 SERIES


BEGIN. CONSONANTS
END. CONSONANTS
VARIANT CONSONANTS
SHORT VOWELS
LONG VOWELS

1500 SERIES


CONSONANT BLENDS
CONSONANT DIGRAPHS
SILENT CONSONANTS
SCHWA
DIPTHONGS (VOWEL)

PROJECT LIFE

INDIVIDUALIZED LESSON PLAN

NAME & DATE:

Task Started--Make "X"	TASK	Task Done--Make "X"	TEACHER COMMENTS
	SPECIFIC SKILLS		
	RFU/SRA		
	SPELLING		
	VOCABULARY		
	WORD ATTACK/PHONICS		
	RATE		
	MISCELLANEOUS		
			137

APPENDIX I
Handouts

MY STRENGTHS

MY WEAKNESSES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SHORT RANGE GOALS:

1. _____
2. _____
3. _____
4. _____

LONG RANGE GOALS:

1. _____
2. _____
3. _____
4. _____

DEVELOPING A POSITIVE SELF-CONCEPT

I. The cause of inferiority and low self-esteem.

- a. past experience
- b. parent and child relationships
- c. unrealistic expectations
- d. faulty thinking
- e. community influences
- f. faulty theology

II. The effects of low self-esteem.

- a. feel isolated and unlovable
- b. feel too weak to overcome their deficiencies
- c. difficulty getting along with others
- d. lower curiosity and creativity
- e. lack of inner peace and security
- f. social withdrawal
- g. self-criticism, self-hatred, self-rejection
- h. depression
- i. an inability to accept compliments
- j. an inclination to be a poor listener and a poor loser

III. How to overcome low self-esteem.

- a. learn how to give and receive genuine support, acceptance, and approval
- b. seek to develop self-understanding
- c. self-disclosure and a realistic self-evaluation
- d. re-examine expectations, goals, and priorities
- e. learn new skills
- f. avoid destructive behaviors and influences

IV. Prevention.

- a. teaching
- b. parental guidance

PREPARING FOR SUCCESS: HOW TO BE A WINNER

I. Video Cassettes.

a. The Psychology of Winning by Denis E. Waitley
b. The Strangest Secret by Earl Nightingale

II. These video cassettes were utilized to further strengthen the idea of developing a positive self-concept and preparing for success.

III. Handouts.

a. The Strangest Secret - A Checklist for Success
b. My Strengths (short and long range goals)

The Strangest Secret

Learning Resources Series

Would you like to know about the STRANGEST SECRET? This summary sheet is designed for investigators like you, who are willing to embark upon a new adventure. Contemplate its contents as you view the accompanying video. Feel free to fill in the blanks and jot down your ideas as the thoughts of Earl Nightingale are brought before you.

*WE ARE ALL DESIGNED A GENIUS, AND YET WE ONLY USE _____% OF OUR POTENTIAL.

*SUCCESS IS THE PROGRESSIVE REALIZATION OF _____.

Successful People	Average People
1. Know where they are going.	1. Play "follow the leader."
2. Have a time limit to reach their goal.	2. Conform to what others are are doing without question.
3. Reward themselves upon their success.	
4. Make immediate plans for new goals.	

A CHECKLIST FOR SUCCESS

_____ A goal

_____ Attitude

_____ Think

_____ Cause and Effect

_____ Truth

_____ Research and Development

_____ ? ? ? THE STRANGEST SECRET ? ? ?

Student Assistance Center

Room 304

747-0576 ext 631

APPENDIX J
Volunteers

LITERACY IS FOR EVERYONE

VOLUNTEER ORIENTATION

LITERACY IS FOR EVERYONE

7:00-7:15	Linda	Welcome Volunteers Distribute Name Tags Introduction--Project LIFE Staff
	Martin	Icebreaker
7:15-7:35	Linda	Overview and History of Project LIFE A. Project Literacy U.S. (PLUS) B. Proposal and Funding C. "Another Page" Classes and Materials A. Steck-Vaughn B. Dolch Basic Sightwords C. Teacher-Made Materials
7:35-7:45	Linda	Volunteer Information Form
7:45-8:00		Break
8:00-8:30		What Would You Do If . . . . ? (Roleplay Various Situations) 1. "Cover-Ups" Adults Use To Hide Their Reading Problem. 2. Help Vs. Interference With Learning 3. Making Referrals--When the Conversation Gets Involved. 4. Talking Down

LITERACY IS FOR EVERYONE

VOLUNTEER INFORMATION SHEET

LITERACY IS FOR EVERYONE

Name _____

Address _____

Telephone Number _____

Employment _____ Phone Number _____
May we contact you at work?

How did you learn about Project LIFE?

Do you have any experience in teaching a person to read? _____
If so, could you briefly explain your experience or background?

How do you perceive the role of the volunteer in Project LIFE?

When would be the best time for you to volunteer? (Check one.)

_____Monday 9 a.m.-12 noon _____Thursday 6:30-9:30 p.m.

APPENDIX K
Student Survey

STUDENT SURVEY

READING INTERESTS, ATTITUDES, AND HABITS

REPORTED IN PERCENTAGES OF TOTAL STUDENT RESPONSES

		Y	N	ST/ ?
1.	I discuss books and articles I have read with friends.	39	22	39
2.	Do you need to read?	94	0	6
3.	Sometimes you can find the meaning of an unknown word by continuing to read.	86	0	14
4.	I have some books at home.	93	6	1
5.	I read more slowly than most people that I know.	86	7	7
6.	Do you like to read?	58	8	34
7.	A good way to build vocabulary is to read a great deal.	96	0	4
8.	Reading causes stress.	38	36	26
9.	I need to learn to read for different purposes.	99	0	1
10.	My Project LIFE reading teacher cares about me.	93	1	6
11.	I find it difficult to understand material that does not interest me.	43	13	44
12.	I enjoyed the video.	38	22	40
13.	Reading is an important part of my life.	92	4	4
14.	The "Another Page" textbooks were useful.	42	41	17
15.	I feel that my comprehension can be improved.	93	1	6
16.	I practice my reading skills at home.	57	5	38
17.	Faster readers usually have better comprehension than slower readers.	46	15	39
18.	The class hand-outs help me to understand.	97	0	3
19.	I enjoy many different types of reading materials.	71	3	26
20.	I like to have workbooks that I can take home.	97	0	3

		Y	N	ST/ ?
21.	If I find a book difficult, I put it aside.	40	30	30
22.	I like to show others what I have learned in class.	57	20	23
23.	If I find a book easy, I put it aside.	13	57	30
24.	I found the information from the workshops helpful.	76	6	18
25.	Special workshops should be held during class time.	57	22	21
26.	If I find a book boring, I put it aside.	58	10	32
27.	I would encourage others to enroll in Project LIFE.	93	0	7
28.	When I have more leisure time, I find that I do more reading.	70	10	20
29.	I subscribe to or read regularly more than one weekly or monthly magazine.	41	32	27
30.	I have many books at home.	65	35	
31.	I read at least one daily newspaper.	37	33	30
32.	When I encounter a new word, I always try to sound it out.	90	7	3
33.	If I have a choice, I will usually rather read than watch television.	56	43	1
34.	I usually consult a dictionary for the meanings of words I don't know.	74	26	0
35.	I own a library card.	54	46	0
36.	I have difficulty remembering what I read.	34	15	51
37.	If I want to understand something thoroughly, I have to read it over and over.	61	4	35
38.	When I encounter a word I don't know, I immediately write it down so that I can look it up.	44	26	30
39.	During the last three months, I have read more than three books.	47	47	6

		Y	N	ST/ ?
40.	I regularly borrow books from a lending library.	31	77	3
41.	When I start to read a good story, I find it difficult to put down.	57	13	30
42.	At times, I have to force myself to read.	65	26	9
43.	I have no books at home.	28	70	2

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